

PROJECT WILD and Social Studies

Note to users:

This document contains the entire Blueprint for K-8 social studies. Related Project WILD, WILD Aquatic, and Flying WILD activities are listed in the column on the right. These activities are *suggestions* made and reviewed by a committee of educators. A special effort was made to recommend activities that will assist educators exactly as written in these guides. Feel free to modify and adapt any of the WILD, WILD Aquatic or Flying WILD lessons to suit the needs of your students and/or situation. Those of you who are familiar with WILD already know of ways to modify lessons to help your students with other concepts and ideas they need to understand. If you have questions, comments or suggestions about using any of the Project WILD curricula in your classroom, e-mail Tamara.Coleman@state.tn.us

Correlations are listed in the column on the right. The title of an activity is given, followed by letters and numbers.

“W” indicates Project WILD K-12 Guide

“AW” indicates Project WILD Aquatic Guide

“FY” indicates Project Flying WILD Activity Guide

Numbers following the above letters indicate page numbers.

A Blueprint for Learning K-8

Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
 - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

SOCIAL STUDIES ***Kindergarten***

CULTURE

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Key	Reporting Category		
I/D		Identify personal attributes, such as physical characteristics, that are common to all people.	
I/D		Identify differences among people.	
I		Recognize how individuals learn to do skills and customs from their culture.	
I/D		Recognize all cultures have family units where decisions are made.	
I		Understand that some differences among people are a result of their culture.	
I		Identify similarities and differences in food, clothes, homes, games, and families in different cultures.	
I/D		Explain how means of transportation may be diversified in different cultures in response to the environment.	
I		Compare family customs and traditions among cultures.	
I		Describe customs of the local community.	
I		Recognize contributions of different cultures around the world.	
I		Explain the value of family traditions and customs.	

ECONOMICS

Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

I/D		Identify basic human needs.	What's That, Habitat?, p.W56 Beautiful Basics, p.W58 Everybody Needs a Home, p.W59
I/D		Explain how basic human needs of food, clothing, shelter, and transportation are met.	What's That, Habitat?, p.W56 Everybody Needs a Home, p.W59
I		Understand that people create shelter according to both culture and environment.	Everybody Needs a Home, p.W59
I		Recognize how jobs are similar and different from one community to another.	
I/D		Explain why people have jobs.	
I/D		Distinguish between needs and wants.	
I		Recognize that all jobs are significant and realize that some jobs are interdependent.	

GEOGRAPHY

Geography enables the student to see, understand, and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

I		Explain what a globe and map represent.	
I		Use personal directions such as up, down, left, right, near and far to describe relative direction.	
I		Locate places in community such as the student's home and the classroom on the campus.	
I		Identify the human characteristics of places such as types of houses and ways of	

		earning a living.	
I		Describe how weather impacts daily life.	
I		Describe seasons.	
I		Identify the concept of physical features as in mountains, plains, hills, oceans, and islands.	
I		Describe how landforms and bodies of water influence where and how people live.	
I		Describe personal connections to place, especially place as associated with immediate surroundings.	

GOVERNANCE AND CIVICS

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

I		Recognize that a person is a citizen of the country in which he/she is born.	
I		Understand that rules are created to protect an environment.	Plastic Jellyfish, p.AW128 (Extension)
I/D		Know that family structures can change.	
I		Identify authority figures in the home, school, and community.	
I		Explain how authority figures make and enforce rules.	
I		Explain the use of voting as a method for group decision-making.	
I/D		Recognize the need for rules for daily living and fair treatment of others.	
I/D		Identify purposes for having rules.	
I/D		Be aware that laws and rules are followed and created by the people, school, community, and country.	
I/D		Know rules of safety including signs and signals.	
I/D		Define cooperation.	
I		Identify the flags of the United States and Tennessee.	
I		Recite the Pledge of Allegiance.	
I		Explain the reasons for national patriotic holidays such as President's Day, Martin Luther King, Jr. Day, and Independence Day.	

HISTORY

History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

I		Define history as the story of our past.	
I		Recall events in the past and present in order to recognize that individuals have a personal history.	
I		Recognize that change occurs over time.	Environmental Barometer, p.W77
I		Observe how sites in neighborhoods and communities change over time.	Environmental Barometer, p.W77 (Extension)
I/D		Recognize that each family has a family tree.	
I/D		Recall family stories and celebrations to develop a personal history.	
I		Illustrate a family history to demonstrate that every family has a heritage.	

INDIVIDUALS, GROUPS, AND INTERACTIONS

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

D		Describe how individuals meet their needs and wants through different means.	
D		Know that individuals choose jobs that impact their lives, families, and	

		communities.	
I		Explain that people learn in the context of families, peers, schools, and communities.	
I		Give examples of how learning and physical development affect behavior.	
I		Explain the consequences of an individual's decisions and actions.	Ethi-Thinking, p.W303 Playing Lightly on the Earth, p.W432
I		Recognize that individuals have a space or develop an understanding of space and spatial relationships.	
I		Understand that cooperation is necessary when working within large and small groups to complete tasks.	
I		Work independently and cooperatively to accomplish goals.	
I		Describe how groups are made up of people who work, play, or learn together and share common interests.	

SOCIAL STUDIES PROCESS SKILLS

The student will use social studies process standards to acquire information, to analyze, to problem solve, and to develop a historical awareness.

I		Use picture clues and picture captions to aid comprehension to acquire information.	
I		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.	

SOCIAL STUDIES ***First Grade***

CULTURE

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The Student will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Key	Reporting Category		
I/D		Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing.	
D		Recognize people learn customs from their culture.	
D		Explain the culture of the family and community.	
I		Recognize people use diverse languages to communicate with one another.	
I		Define multiculturalism.	
I		Explain the culture of a place.	
D		Describe the importance of diverse beliefs, customs, and traditions of families.	
I		Understand individual differences in languages, beliefs, and customs that may be unique to one's culture.	
I		Retell stories from diversely selected folktales, myths, and legends.	And the Wolf Wore Shoes, p.W180

ECONOMICS

Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

I		Recognize that workers who provide services earn money to meet needs and wants.	
I		Recognize that people advertise goods and services through different forms of communication.	
I		Identify how people exchange goods and services.	
D		Describe the requirements of various jobs and the characteristics of a job well performed.	
I		Describe how specialized jobs contribute to the production of goods and services.	
D		Recognize that goods and services are exchanged worldwide.	
I		Give examples of industries and the resources needed to operate industries.	
D		Identify examples of goods and services in the home, school, and community.	
D		Distinguish the difference between goods and services.	
I		Differentiate between consumers and producers.	

GEOGRAPHY

Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

I		Recognize that maps and globes are representations or models of specific places.	
D		Locate their home, neighborhood, and school on a visual representation.	
I		Use map symbols and legends to identify locations and directions.	
I		Interpret symbols that represent various forms of geographic data and use these symbols to identify locations and directions.	
I		Define what cardinal directions are.	

I		Locate places using cardinal directions on maps and globes.	
I		Locate cities, states, countries, continents, and major bodies of water on maps and globes.	
D		Describe the concept of human features as in cities, buildings, farms, roads, and railroads.	
D		Locate and name the places in school and the neighborhood.	
I		Identify the geographic location of the United States and Tennessee on a globe and a map.	
D		Estimate distances such as from home to school.	
D		Explain how land is used for different tasks in the local area.	Playing Lightly on the Earth, p.W432
D		Define natural resources and explain how people are dependent on them.	Make a Coat! , p.W243
D		Compare and contrast natural and artificial features of the earth.	
I		Describe what weather is.	

GOVERNANCE AND CIVICS

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

I		Recognize the United States Constitution as the basis for the laws in our country.	
D		Categorize rules and laws we follow as members of a family, school, and community.	
I		Explain the purpose of government and give examples of laws that establish order, provide security, and control conflict.	
D		Understand that community governments employ various service workers.	
I		Identify leaders in the community, state, and nation.	
I		Describe the relationship between local, state, and national government.	
I		Define citizenship and responsibility.	
D		Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.	
D		Categorize responsibilities that citizens have to their community, state, and country.	
M		Design a set of rules or laws for a home, classroom, or community.	
M		Recognize family and school rules as compared with those from another culture.	
D		Recite and explain the meaning of the Pledge of Allegiance.	
I		Understand that voting is a way of making choices and decisions.	
D		Explain how selected customs, symbols, and celebrations reflect an American love of individualism and inventiveness.	
I		Explain selected national and state patriotic symbols such as the United States and Tennessee flags.	

HISTORY

History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

I		Recognize some early forms of communication and how communication has changed over time.	
I		Recognize that other countries have a longer history than the United States.	
I		Identify contributions of diverse historical figures that have influenced the community, state, and nation.	
D		Distinguish between the past, present, and future.	
I		Recognize major events in American history.	

INDIVIDUALS, GROUPS, AND INTERACTIONS

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

I		Work independently and cooperatively to accomplish goals.	
I		Recognize individuals have responsibilities to the group whether as a leader or as a member.	
D		Recognize the importance of individuals and families as part of neighborhoods.	
M		Describe the unique features of one's nuclear and extended families.	
I		Give examples of the tension between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.	
D		Recognize that cooperation is necessary in working with a group to complete a task.	

SOCIAL STUDIES PROCESS SKILLS

The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.

D		Use picture clues and picture captions to aid comprehension to acquire information.	
I		Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.	
I		Demonstrate an understanding of the data through written, visual, or oral methods to problem solve.	
D		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.	
I		Incorporate the use of technological resources for historical awareness.	

SOCIAL STUDIES ***Second Grade***

CULTURE

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The student will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Key	Reporting Category		
I		Recognize most cultures preserve important personal and public items from the past.	
I		Recognize communities have customs and cultures that differ.	
I		Recognize patterns of cultural traits such as language, religion, and family structure.	
D		Identify diverse cultural groups within the communities of Tennessee.	
I		Compare and contrast the cultures of Tennessee's three grand divisions.	
D		Understand that Tennessee's culture has ties to other cultures in the world.	
I		Recognize that cultures have strong traditions of loyalty to their region or country.	
D		Compare the regional cultures of Tennessee to those of other states.	
I		Identify and explain the significance of selected stories, poems, statues, paintings, and other examples of local and state cultural heritage.	
I		Examine the effects of changing technologies on the local community and state.	
M		Recognize diverse cultural neighborhoods within Tennessee and America.	

ECONOMICS

Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

I		Explain how work provides income to purchase goods and services.	
I		Describe how society depends upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.	
I		Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.	
I		Recognize that communities around the state and world are economically interdependent.	
I		Know the major products of Tennessee.	
I		Categorize resources needed to operate industries.	
I		Understand the necessity of importing resources needed for industry.	

GEOGRAPHY

Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

D		Describe how the globe is a model of earth locating hemispheres, poles, and	
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KEY

I = Introduced D = Developing M = Mastered A = State Assessed

REPORTING CATEGORY

E= Economics G= Geography WH1= World History Period 1 WH2= World History 2 GC= Governance and Civics

**Note: "A" Indicates the state curriculum (CRT assessment only.
All the skills ("I"... "D"... "A"... "M") are addressed in classroom assessment.**

		equator.	
I		Recognize that natural regions are represented on different types of maps by showing physical features, climate, vegetation, and natural resources.	
I		Subdivide the world by positioning the equator, continents, oceans, and hemispheres on a map and globe.	
I		Recognize that a map contains elements such as title, scale, symbols, legends, grids, and cardinal and intermediate directions.	
D		Analyze how individuals and populations depend upon land resources.	
D		Describe the importance of physical geographic features on defining communities.	
D		Understand the Earth-sun relationship such as the varying length of day.	
I		Understand the rudimentary elements to the hydrologic cycle.	
D		List earth's natural resources such as minerals, air, water, and land.	
D		Show how landmasses and bodies of water are represented on maps and globes.	
D		Locate the state of Tennessee and its major cities on a map.	
D		Name the physical and human characteristics of the neighborhood and the community.	

GOVERNANCE AND CIVICS

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

I		Recognize how groups and organizations encourage unity and work with diversity to maintain order and security.	
I		Identify functions of governments.	
M		Be aware that every community has some form of governance.	
I		Describe how governments establish order, provide security, and manage conflict.	
I		Know that communities have different laws depending on the needs and problems of their community.	
D		Recognize people who make laws and people who enforce them in Tennessee.	
I		Identify ways that public officials are selected, including election and appointment.	
I		Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president.	
D		Identify characteristics of good citizenship such as establishing beliefs in justice, truth, equality, and responsibility for the common good.	
D		Identify qualities of good citizenship.	
D		Identify ordinary people who exemplify good citizenship.	
D		Identify some governmental services in the community such as the libraries, schools, and parks, and explain their value to the community.	
I		Explain how citizens fund various community services.	
M		Explain the meaning of selected patriotic symbols and landmarks of Tennessee.	

HISTORY

History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

D		Explain the significance of various community, state, and national celebrations such as Memorial Day and Independence Day.	
D		Explain how local people and events have influenced local community history.	

KEY

I = Introduced **D** = Developing **M** = Mastered **A** = State Assessed

REPORTING CATEGORY

E= Economics **G**= Geography **WH1**= World History Period 1 **WH2**= World History 2 **GC**= Governance and Civics

Note: "A" Indicates the state curriculum (CRT assessment only).
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I		Describe the order of events by using designation of time periods such as ancient times and modern times.	
I		Use vocabulary related to chronology, including past, present and future.	
D		Describe and measure calendar time by days, weeks, months, and years.	
D		Comprehend those physical and human characteristics of communities change over time.	
D		Identify and explain the significance of various community landmarks.	
I		Create and interpret timelines.	
I		Compare various interpretations of the same time period using evidence such as photographs and interviews.	

INDIVIDUALS, GROUPS, AND INTERACTIONS

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

I		Describe how groups work independently and cooperatively to accomplish goals within a community.	Ethi-Thinking, p.W303
I		Recognize individuals can belong to groups but still have their own identity.	
D		Know how to share and give opinions in a group.	Plastic Jellyfish, p.AW128
I		Identify and describe ways family, groups, and community influence an individual's daily life and personal choices.	
D		Recognize individuals have a role in each group in which they participate.	
D		Recognize that each individual must make decisions about the work groups and play groups in which they participate.	

SOCIAL STUDIES PROCESS SKILLS

The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.

D		Use picture clues and picture captions to aid comprehension to acquire information.	
I		Use maps, graphs, globes, media, and technology sources to acquire information.	
D		Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.	
I		Classify information by source, chronology, and importance to analyze data and problem solve.	
D		Demonstrate an understanding of the data through written, visual, or oral methods to problem solve.	
D		Prepare and analyze maps, charts, and graphs for historical awareness.	
D		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.	
D		Incorporate the use of technological resources for historical awareness.	

KEY

I = Introduced **D** = Developing **M** = Mastered **A** = State Assessed

REPORTING CATEGORY

E= Economics **G**= Geography **WH1**= World History Period 1 **WH2**= World History 2 **GC**= Governance and Civics

Note: "A" Indicates the state curriculum (CRT assessment only).
All the skills ("I"... "D"... "A"... "M") are addressed in classroom assessment.

SOCIAL STUDIES ***Third Grade***

CULTURE

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The student will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Key	Reporting Category		
D		Recognize that changes in culture occur through the spread of people, languages, ideas, and goods.	
D		Compare cultural differences in various regions of the United States and the world.	
D		Describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.	
I		Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.	
I		Identify and explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from regions around the world.	
D		Explain the significance of selected ethnic and/or cultural celebrations in Tennessee, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa.	
I		Retell the heroic deeds of characters from folktales and legends.	
D		Compare ethnic and/or cultural celebrations in Tennessee, the United States, and other nations.	

ECONOMICS

Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

I		Identify ways of earning, spending, and saving money.	
A	E	Classify needs and wants using pictures of common items (i.e., food, cleaning products, clothes, candy, makeup).	What's That, Habitat? p.W56 Ethi-Thinking, p.W303 Designing A Habitat, p.AW19
A	E	Using a picture, differentiate the difference between a producer and a consumer.	
I		Analyze a simple budget that allocates money for spending and saving.	
I		Identify examples of private and public goods and services.	
I		Identify examples of scarcity.	
I		Explain how supply and demand affects the price of a good or service.	
A	E	Distinguish between imports and exports.	
A	E	Differentiate between money and barter economies.	
I		Recognize that the world has different agricultural and industrial regions.	
A	E	Interpret a map showing agricultural and industrial areas.	
I		Explain the characteristics of a technologically expanding global economy.	
I		Explain the impact of scarcity on interdependence within and among regions.	
I		Recognize that Tennessee and the United States have different agricultural and industrial regions.	

KEY

I = Introduced D = Developing M = Mastered A = State Assessed

REPORTING CATEGORY

E= Economics PG= Physical Geography HG= Human Geography GC= Governance and Civics H - History

**Note: "A" Indicates the state curriculum (CRT assessment only.
All the skills ("I"... "D"... "A"... "M") are addressed in classroom assessment.**

I		Be aware of how goods and services are interchanged between communities at the local and national levels.	
D		Trace the development of a product from a natural resource to a finished product.	Make a Coat! , p.W243
A	E	Distinguish the difference between a natural resource and finished product.	

GEOGRAPHY

Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

I		Show how the spatial elements of point, line, and area are used on a map or globe.	
I		Explain the difference between relative and absolute locations.	
D		Locate places on a map using cardinal and intermediate directions.	
A	PG	Recognize and use a map key.	
A	PG	Find a specific location on a school or community map.	
A	PG	Use absolute and relative locations to identify places on a map (i.e., north, south, east, west, borders, lines of longitude and latitude, the equator, and the north and south poles.)	
A	PG	Utilize skills to locate a place using cardinal directions and symbols given an appropriate map with a key.	
A	PG	Determine the climate of a specific region of the world using a map.	
D		List the similarities and differences of local places and regions with other places and regions.	
I		List the basic components of earth's physical systems (e.g., landforms, water, climate and weather, and erosion and deposition).	
I		Understand the concept of an ecosystem.	Habitacks, p.W53 What Bear Goes Where?, p.W118
D		Describe how environments and regions differ around the world.	
A	PG	Identify the major physical components of the world (i.e., oceans, equator, continents, and hemispheres).	
A	PG	Identify basic components of earth's systems (i.e., landforms, water, climate, and weather).	
A	PG	Differentiate the distinguishing characteristics of ecosystems (i.e., deserts, grasslands, and rainforests).	What Bear Goes Where?, p.W118
A	PG	Recognize the identifying characteristics of certain geographic features (i.e., peninsula, islands, continents, mountains, rivers, deserts, oceans, and forests).	What Bear Goes Where?, p.W118
I		Understand how technology allows people to adapt the environment to meet their needs.	
D		Locate the major cities of Tennessee and the world on a map or globe.	
I		Describe the concept of formal (uniform) regions.	
I		Define the characteristics that comprise a region.	
I		Explain how change affects region and place over time.	
I		Show the population distribution of the state and country.	
D		Differentiate between urban, suburban, and rural regions.	
A	HG	Recognize some of the major components of a culture (i.e., language, clothing, food, art, and music).	
A	HG	Determine similarities and differences in the ways different cultural groups address basic human needs (i.e., food, water, clothing, and shelter) by interpreting	

KEY

I = Introduced **D** = Developing **M** = Mastered **A** = State Assessed

REPORTING CATEGORY

E= Economics **PG**= Physical Geography **HG**= Human Geography **GC**= Governance and Civics **H** - History

Note: "A" Indicates the state curriculum (CRT assessment only).
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		pictures.	
A	HG	Interpret a chart or map identifying major cultural groups of the world.	
A	HG	Recognize major global concerns (i.e., pollution, conservation of natural resources, global warming, and destruction of rainforest).	Ethi-Thinking, p.W303 Plastic Jellyfish, p.AW128 Silt: A Dirty Word, p.AW176
A	HG	Differentiate the cultural population distribution in the United States using a bar graph.	

GOVERNANCE AND CIVICS

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

I		Describe the basic structures of government in the state.	
A	GC	Select from a set of visual representations a service provided by the government (i.e., parks, schools, and libraries).	
D		Recognize who makes laws in the state.	
I		Know that governmental agencies exist to protect the environment at local, state, and national levels.	
I		Describe varied basic structures of governments in the state, nation, and world.	
D		Examine how regions choose to govern in different ways.	
A	GC	Determine the representative acts of a good citizen (i.e., obeying speed limit, not littering, and walking within the crosswalk).	Plastic Jellyfish, p.AW128
D		Identify services commonly provided by the state government and contrast with other regions.	
I		Compare the Tennessee and the United State Constitutions with other governing procedures around the world.	
D		Identify government officials and explain how they are chosen.	
I		Explain the concept of the consent of the governed and its importance to the functions of government.	
A	GC	Distinguish between conflict and cooperation within group interactions as represented by pictures.	
D		Identify examples of rights and responsibilities of citizens.	
I		Describe how public policies are used to address issues of public concern.	
D		Identify and explain the importance of acts of civic responsibility, including obeying laws and voting.	
D		Identify diverse historic figures that exemplified good citizenship.	
D		Identify ordinary people who exemplify good citizenship.	
D		List the differences between community, city, county, state, and country events which occur.	
I		Recognize the relationship of local governments to the state, the nation, and the world.	

HISTORY

History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

I		Identify the heroic deeds of characters from state, national, and global histories.	
I		Identify historical figures that helped to shape regions.	
A	H	Label historical events as past, present, and future.	

KEY

I = Introduced D = Developing M = Mastered A = State Assessed

REPORTING CATEGORY

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D		Describe the order of events by using designation of time periods such as ancient times and modern times.	
A	H	Use a timeline to determine the order of a historical sequence of events.	
I		Describe how individuals, events, and ideas cause regional change over time.	
A	H	Read and interpret facts from a historical passage.	
D		Use vocabulary related to chronology, including past, present, and future.	
D		Describe and measure calendar time by days, weeks, months, and years.	
D		Create and interpret timelines.	
I		Identify factors that cause development and change in communities.	
I		Compare various interpretations of the same time period using evidence such as photographs and interviews.	

INDIVIDUALS, GROUPS, AND INTERACTIONS

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

I		Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.	
I		Examine the relationships and conflict between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection.	Playing Lightly on the Earth, p.W432 Ethi-Thinking, p.W303
I		Give examples of economic, social, or political changes that result from individual or group decisions.	
D		Identify examples of actions individuals and groups can take to improve the community.	
D		Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.	

SOCIAL STUDIES PROCESS STANDARDS

The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.

I		Use picture clues and picture captions to aid comprehension to acquire information.	
I		Use maps, graphs, globes, media, and technology sources to acquire information.	
I		Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.	
I		Classify information by source, chronology, and importance to analyze data and problem solve.	
I		Demonstrate an understanding of the data through written, visual, or oral methods to problem solve.	
I		Prepare and analyze maps, charts, and graphs for historical awareness.	
I		Construct and analyze timelines for historical awareness.	
I		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.	
I		Incorporate the use of technological resources for historical awareness.	

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SOCIAL STUDIES ***Fourth Grade***

CULTURE

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The student will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Key	Reporting Category		
D		Describe cultures of Native American tribes.	
D		Explain how European settlers created a new culture.	
D		Explore similarities and differences in how groups, societies, and cultures address similar human needs and concerns.	
M		Compare how people from different cultures think about and handle their physical environments and social conditions.	
I		Show different cultural regions on a map identifying such things as religion, language, and ethnicity.	
I		Identify the reasons for the establishment of Spanish missions in early American history.	
I		Identify the similarities and differences within and among selected racial, ethnic, and religious groups in Tennessee.	
I		Identify customs, celebrations, and traditions of various cultural groups in early Tennessee.	
I		Summarize the contributions of people of various racial, ethnic, and religious groups in the development of early Tennessee.	

ECONOMICS

Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

D		Identify the economic motivations for European exploration and colonization.	
A	E	Analyze the impact of European exploration and colonization on the economy of Tennessee.	
D		Describe how Native Americans in Tennessee and the Western Hemisphere met their basic economic needs.	
A	E	Interpret a chart of major agricultural produce in Tennessee (i.e., cotton, tobacco, soy beans, rice, corn, cattle, wheat, swine, and sheep).	
I		Analyze how people in different parts of the United States earned a living in the past and do so in the present.	
D		Explain the economic patterns of various early Native American groups in Tennessee and the Western Hemisphere.	
A	E	Recognize the difference between a barter system and a money system.	
I		Identify major industries of colonial America.	
A	E	Identify major industries of colonial America using a map of the original thirteen colonies.	
I		Explain the economic patterns of early European colonial governments and their relationships with foreign governments.	
M		Explain and demonstrate the role of money in daily life.	

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I		Describe the relationship of price to supply and demand and how it affected early American history.	
I		Use economic concepts such as supply, demand, and price to help explain events.	
A	E	Recognize the concept of supply and demand.	
I		Identify the economic motivations for European exploration and settlement in Tennessee and the Western Hemisphere.	
I		Examine the location, distribution, and patterns of economic activities and settlement in Tennessee.	
I		Evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in Tennessee and various regions.	
A	E	Read and interpret a passage about a political or economic issue which individuals may respond to with contrasting views (i.e., state taxes, federal taxes, slavery, and Bill of Rights).	

GEOGRAPHY

Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

D		Locate major countries of the world involved in early American Development on a map or globe.	
D		Locate places on a map using cardinal and intermediate directions, latitude and longitude, and time zones.	
D		Locate the routes of early explorers of North America on a map.	
A	G	Identify and use key geographical features on maps (i.e., mountains, rivers, plains, valleys, and forests).	
A	G	Identify on a map the routes of Americas' explorers (i.e., Columbus, Balboa, Pizarro, and Desoto).	
A	G	Use latitude and longitude to identify major North American cities on a map (i.e., Boston, Mexico City, Toronto, Charleston, Savannah, Washington, DC, Philadelphia, Sante Fe, and Los Angeles).	
I		Explain how physical and human characteristics of places and regions within the state and the United States developed.	
A	G	Recognize the reasons settlements are founded on major river systems. (i.e., transportation, manmade boundaries, and food and water sources).	
A	G	Determine how physical processes shape the United States' features and patterns (i.e., erosion, volcanoes, plate tectonics, and flooding).	
I		Explain how the major river systems affected the development of early settlements.	
A	G	Recognize river systems that impacted early American history (i.e., Mississippi, Mystic, Charles, and Hudson).	
I		Explain how physical processes shape the United States' features and patterns.	
I		Understand the differences in early population characteristics of the state and of the United States such as density, distribution, and growth rates.	
A	G	Determine how density, distribution, and growth rate affected United States settlement patterns.	
D		Describe how geography affected the development of transportation and communication networks.	
I		Explain the influences of physical and human features on historical events.	
I		Explain how the patterns and processes of migration affect the development of	

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		Tennessee.	
I		Explain how environmental issues such as water supply, air quality, and solid waste confronted humans when settling Tennessee.	
A	G	Identify cause and effect relationships between population distribution and environmental issues (i.e., water supply, air quality, and solid waste).	Shrinking Habitat, p.W310

GOVERNANCE AND CIVICS

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

D		Explain how Native Americans governed their communities.	
I		Give examples of how government did or did not provide for needs and wants of people, establish order and security, and manage conflict.	
A	GC	Recognize how groups work cooperatively to accomplish goals and encourage change (i.e., American Revolution, founding of Tennessee, the failure of the Articles of Confederation, and colonies).	
A	GC	Examine how the Mayflower Compact is a symbol of the first United States government.	
I		Compare the systems of government of early European colonists.	
A	GC	Examine the events that contributed to the outbreak of the American Revolution (i.e., taxation, judicial process, lack of representations, and quartering of troops).	
I		Identify examples of representative government in the American colonies, including the Mayflower Compact, Iroquois League, and the Virginia House of Burgesses.	
I		Identify the purposes and explain the importance of the creation of Tennessee's colonial government, and the Tennessee Constitution.	
I		Explain the purposes of the United States Constitution as identified in the Preamble to the Constitution.	
A	GC	Using a chart showing checks and balances, explain how one branch of government can limit the power of others.	
I		Explain the system of checks and balances.	
I		Identify and explain the basic functions of the three branches of state government.	
A	GC	Identify the 3 branches of federal and state governments.	
A	GC	Identify the rights outlined by the Bill of Rights (i.e., Amendments 1, 5, 6, and 8).	
I		Identify the purposes and explain the importance of the Declaration of Independence.	
I		Identify examples of rights and responsibilities of citizens.	
I		Explain action citizens take to influence public policy decisions.	
A	GC	Determine how various groups resolve conflict (i.e., school, tribal councils, and courts).	
I		Identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.	
I		Explain the role of the individual in state and local elections.	
M		Sing or recite "The Star Spangled Banner" and explain its history.	

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HISTORY

History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

*** Some state performance indicators are listed in more than one era. These may be assessed in any of the eras in which they appear, but not necessarily in all eras in which they appear.**

Era 1 - Three Worlds Meet (Beginnings to 1620)

I/D		Identify the ancient civilizations of the Americas at the time of European arrival.	
I/D		Explain the cultures of the Western Hemisphere's native people prior to European contact.	
*A	USP 1	Identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, and Mississippi Mound Builders).	
*A	USP 1	Examine how Native American culture changed as a result of contact with European cultures (i.e., decreased population, spread of disease, increased conflict, loss of territory, and increase of trade.)	
I/D		Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.	Time Lapse, p.W158
I/D		Realize that geographic, technological, and scientific factors contributed to the European age of exploration and settlement in the Americas.	
I/D		Describe the immediate and long-term impact of Columbus' voyages on native populations and on colonization in the Americas.	
I/D		List the characteristics of the Spanish and Portuguese exploration and settlement of the Americas.	
I/D		Identify Native American groups in Tennessee and the Western Hemisphere before European explorations.	
*A	USP 1	Identify Native American groups in Tennessee before European explorations (i.e., Cherokee, Creek, and Chickasaw).	
I/D		Summarize reasons for European exploration and settlement of Tennessee and the Western Hemisphere.	
*A	USP 1	Read and interpret facts from a historical passage about an early American-Spanish mission.	
I/D		Identify accomplishments of significant explorers and explain their impact on the settlement of Tennessee.	

Era 2 - Colonization and Settlement (1585-1763)

I/D		Discuss the search for religious, economic, and individual freedom in the settlement of the colonies.	
A	USP 1	Determine the reasons for colonial settlement (i.e., religious, economic, and individual freedom).	
*A	USP 1	Read and interpret facts from a historical passage about an early American-Spanish mission.	
I/D		Describe the lives of free and indentured immigrants who came from Europe to North America and the Caribbean.	
I/D		Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.	
I/D		Detail the growth and change in the European colonies during the two centuries following their founding with an emphasis on New England and Virginia.	
I/D		Explain the importance of the Mayflower Compact.	

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I/D		Understand the role of religion in the English colonies such as the evolution of religious freedom and the treatment of religious dissenters.	
I/D		Explain when, where, and why groups of people colonized and settled in the United States.	
*A	USP 1, 2	Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, and French).	
*A	USP 1	Identify Native American groups in Tennessee before European explorations (i.e., Cherokee, Creek, and Chickasaw).	
*A	USP 1	Identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, and Mississippi Mound Builders).	
*A	USP 1	Examine how Native American culture changed as a result of contact with European cultures (i.e., decreased population, spread of disease, increased conflict, loss of territory, and increase of trade.)	
I/D		Explain the political, economic, and social impact of the slave trade in the Americas.	
*A	USP 1	Interpret a timeline that depicts slave and indentured servants coming from Europe to life in North America.	
I/D		Conduct a thorough study of the differing regions of Tennessee and their history.	
I/D		Describe the effects of political, economic, and social changes on Native Americans in Tennessee.	
I/D		Identify characteristics of early colonial governments in Tennessee.	

Era 3 - Revolution and the New Nation (1754-1820)

I/D		Explain the events that contributed to the outbreak of the American Revolution.	
I/D		Study the Declaration of Independence, its major ideas, and its sources.	
I/D		Describe the earliest armed conflict of the Revolutionary War.	
I/D		Summarize the results of the American Revolution, including the establishment of the United States.	
I/D		Demonstrate an understanding that people in different times and places view the world differently.	
I/D		Explain the major political issues of the thirteen colonies after their independence that led to the creation of the Articles of Confederation.	
*A	USP 2	Determine why the United States Constitution was necessary (i.e., no single currency, no judicial branch, no enforcement of laws, and small and large states having unequal representation).	
A	USP 1	Interpret a visual contrasting life before and after the American Revolution (i.e., education, family size, transportation, and politics).	
I/D		Summarize the events that led to the creation of the United States Constitution.	
A	USP 1	Determine the hardships faced by early Tennessee settlers in the late 1700's (i.e., security, isolated communities, lack of access to goods, and natural geography).	
I/D		Focus on the creation of the state of Franklin and subsequent creation of the state of Tennessee.	
*A	USP 1, 2	Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, and French).	
A	USP 1	Identify various racial and ethnic groups in Tennessee at the founding of statehood (i.e., Cherokee, Creek, Shawnee, English, Scottish, French, and American born pioneers).	
I/D		Identify the accomplishments of notable Tennessee individuals such as William Blount and John Sevier.	
A	USP 1	Recognize the accomplishments John Sevier contributed to Tennessee history (i.e., State of Franklin's one and only governor, Tennessee's first governor,	

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		United States Congressman, and soldier).	
*A	USP 1, 2	Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, and Nancy Ward).	
*A	USP 1	Examine how Native American culture changed as a result of contact with European cultures (i.e., decreased population, spread of disease, increased conflict, loss of territory, and increase of trade.)	
*A	USP 1, 2	Interpret a timeline that depicts slave and indentured servants coming from Europe to life in North America.	

Era 4 - Expansion and Reform (1801-1861)

*A	USP 1, 2	Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, and French).	
*A	USP 2	Determine why the United States Constitution was necessary (i.e., no single currency, no judicial branch, no enforcement of laws, and small and large states having unequal representation).	
I/D		Give examples of maps, timelines, and charts that show western expansion.	
I/D		Identify the factors that led to territorial expansion and its effects.	
*A	USP 1, 2	Interpret a timeline that depicts slave and indentured servants coming from Europe to life in North America.	
I/D		Identify the contributions of early pioneers such as Daniel Boone to the development of colonial America.	
I/D		Explain how societal changes led to conflict among sections of the United States.	
I/D		Explain the Louisiana Purchase.	
A	USP 2	Analyze how the Louisiana Purchase influenced the growth of the United States (i.e., increased size, encouraged expansion, and increased natural resources).	
I/D		Recognize the significance of the Lewis and Clark expedition.	
A	USP 2	Determine the influence Lewis and Clark's expedition had on westward expansion.	
I/D		Recognize the significance of the War of 1812.	
I/D		Understand the impact of territorial expansion on Native American tribes.	
A	USP 2	Read and interpret a passage about the Trail of Tears.	
I/D		Identify the impact of railroads on life in Tennessee including changes to cities and major industries.	
I/D		Identify the impact of various issues and events on life in Tennessee such as urbanization.	
I/D		Identify the accomplishments of notable Tennessee individuals such as Sam Houston, Andrew Jackson, and James Polk.	
*A	USP 1, 2	Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, and Nancy Ward).	
A	USP 2	Interpret a timeline that depicts major historical pre-Civil War events.	
A	USP 2	Determine how the issue of slavery caused political and economic tensions between government policy and people's beliefs (i.e., abolitionists, plantation owners, state's rights, and central government).	

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INDIVIDUALS, GROUPS AND INTERACTIONS

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

I		Analyze a particular event to identify reasons individuals might respond to it in different ways.	
M		Work independently and cooperatively to accomplish goals.	
M		Identify leadership qualities of leaders of the past.	
I		Explain group and institutional influences such as religious beliefs, laws, and peer pressure on people, events, and elements of culture.	
I		Identify and describe examples of tension between a group's belief system and the government's policies and laws.	

SOCIAL STUDIES PROCESS STANDARDS

The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.

I		Detect cause and effect relationships to acquire information.	
I		Distinguish between fact and opinion to recognize propaganda to acquire information.	
D		Use maps, graphs, globes, media, and technology sources to acquire information.	
D		Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.	
I		Identify relevant factual material to problem solve and analyze data.	
I		Classify information by source, chronology, and importance to problem solve and analyze data.	
I		Critically examine data from a variety of sources to problem solve and analyze data.	
I		Detect bias in data presented in a variety of forms to problem solve and analyze data.	
I		Note cause/effect relationship and draw inferences from a variety of data to problem solve and analyze data.	
I		Read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources for historical awareness.	
D		Construct and analyze timelines for historical awareness.	
D		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.	
D		Incorporate the use of technological resources for historical awareness.	
D		Utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork for historical awareness.	

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SOCIAL STUDIES ***Fifth Grade***

CULTURE

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Key	Reporting Category		
D		Explain how some immigrants preserved their traditional culture and created a new American culture.	
A	USP 3	Recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion).	
D		Explain governmental efforts to restrict immigrants entering into the United States.	
D		Explain how art, music, and literature reflected the times during which they were created.	
I		Give examples and describe the importance of cultural unity and diversity within and across groups.	
I		Identify significant examples of art, music, and literature from various periods in United States history.	
I		Describe how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.	
I		Summarize the contributions of people of selected racial, ethnic, and religious groups to our national liberty.	
D		Identify the similarities and differences within and among selected racial, ethnic, and religious groups in Tennessee.	
D		Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Tennessee.	
A	USP 3	Analyze graphs to discover cultural trends (i.e., clothing, music, or radio sales).	

ECONOMICS

Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

D		Identify the economic change from agricultural to industrial in late 19 th and early 20 th century.	
D		Describe economic issues of the 1920's and 1930's.	
D		Explain how the American economy changed after World War II.	
A	E	Differentiate between an economic boom and bust.	
A	E	Recognize the concept of buying on credit.	
A	E	Recognize how Americans used credit/installment plans to purchase consumer goods in the 1920's (i.e., vacuum cleaners, washing machines, radios, and other home appliances).	
A	E	Analyze how environmental changes and crisis affected the economy across the nation in the 1930's (i.e., Dust Bowl, Black Tuesday, Great Depression, and Hoovervilles).	
D		Describe the development of the free enterprise system in Tennessee and the United States.	

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A	E	Interpret economic issues as expressed in maps, tables, diagrams, and charts (i.e., automobile sales, unemployment rates, or airplane production).	
D		Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.	
D		Explain how supply and demand affects production and consumption in the United States.	
I		Give examples of the benefits of the free enterprise system in the United States.	
I		Describe global economic interdependence after World War II.	
I		Explain how the United States and Tennessee meet some of their needs through the purchase of domestic and international products domestically and internationally in today's global economy.	
A	E	Differentiate between needs and wants on a personal and national level.	
I		Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States and other regions of the world.	
D		Explain how people historically and presently earn their living in different regions of the United States and Tennessee.	
D		Analyze how developments in transportation communication influenced economic activities in Tennessee.	
D		Explain how geographic factors influence the location of economic activities in Tennessee.	
D		Analyze the effects of immigration, migration, and limited resources on the economic development and growth of Tennessee and the United States.	

GEOGRAPHY

Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

D		Locate the major physical features and cities of the United States on a map or globe.	
A	G	Locate the 50 states using a map with each state outlined.	
A	G	Locate continents and significant bodies of water (i.e., the Great Lakes, Atlantic, Arctic and Pacific Oceans, Columbia, Missouri, Colorado, Rio Grande, Ohio, Tennessee, St. Lawrence and Mississippi Rivers).	
A	G	Locate information from an atlas entry.	
A	G	Locate a major United States city using latitude and longitude.	
D		Understand the latitude, longitude, the global grid and time zones of sites within the United States and Tennessee.	
D		Recognize landforms, climate, and natural resources as determining factors in the location and development of communities.	
A	G	Recognize and compare landforms, climate, and natural resources of the three grand divisions of Tennessee.	Rainfall and the Forest, p.W73
A	G	Interpret a climograph.	
D		Describe human settlement patterns and land use in the United States and Tennessee.	
A	G	Identify the physical and political boundaries of Tennessee.	
D		Explain human modifications of the physical environment.	Riparian Zone, p.W341 To Dam or Not to Dam, p.AW170
D		Recognize the impact of extreme natural events on human history.	
D		Recognize population characteristics of Tennessee and the United States.	
A	G	Determine America's population shifts by interpreting a population map.	

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D		Identify and locate the geographical regions of the United States.	
D		Explore ways technological advances enabled people to overcome geographic barriers.	

GOVERNANCE AND CIVICS

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

D		Describe important individual rights including freedom of religion, speech, and press and the rights to assemble and to petition the government.	
D		Describe important due process rights including trial by jury and the right to an attorney.	
D		Identify and compare leadership qualities of national leaders, past and present.	
I		Recognize that a variety of formal and informal actors influence and shape public policy.	
D		Explain the purposes of the United States Constitution as identified in the Preamble to the Constitution.	
D		Identify the reasons for and describe the systems of checks and balances outlined in the United States Constitution.	
D		Summarize the reasons for the creation of the Bill of Rights.	
A	GC	Differentiate among the purposes stated in the Declaration of Independence, the United States Constitution, and the Bill of Rights.	
D		Summarize selected amendments to the Constitution such as those extending voting rights of United States citizens.	
A	GC	Select examples using illustrations of First Amendment freedoms (i.e., speech, assembly, and religion).	
A	GC	Recognize the rights established by the 13th, 14th, 15th and 19th amendments.	
I		Analyze the post-Civil War amendments to the United States Constitution.	
D		Identify examples of rights and responsibilities of citizens.	
I		Examine the influence of public opinion on personal decision-making and government policy on public issues.	
I		Explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government.	
D		Explain how to contact elected and appointed leaders in state and local governments.	
D		Identify key ideals of the United States' democratic republican form of government such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations.	
D		Recognize and interpret how the "common good" can be strengthened through various forms of citizen action.	
D		Use knowledge of facts and concepts drawn from history along with elements of historical inquiry to inform decision making and action taking on public issues.	
D		Explain selected patriotic symbols and landmarks such as the Statue of Liberty, the White House, and political symbols such as the donkey and the elephant.	
A	GC	Recognize personal, religious, and national celebrations of various American cultures (i.e., Independence Day, Columbus Day, Native American or American Indian Day, Martin Luther King, Jr. Day, Veteran's Day, Memorial Day, or Thanksgiving).	
I		Describe how public policies are used to address issues of public concern.	
A	GC	Recognize situations requiring conflict resolution.	
I		Distinguish between national and state governments and compare their	

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		responsibilities in the United States federal system.	
A	GC	Recognize the differences between the Tennessee State Constitution and the United States Constitution.	
A	GC	Distinguish between the local, state, and federal levels of the legislative, executive, and judicial branches of the American government.	
I		Explain how individuals can participate in civic affairs and political parties at the national level.	
I		Identify leaders in the national governments, including the president and selected members of Congress, and their political parties and describe how they are elected.	

HISTORY

History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

*** Some state performance indicators are listed in more than one era. These may be assessed in any of the eras in which they appear, but not necessarily in all eras in which they appear.**

Civil War and Reconstruction (1850-1877)

I/D		Identify the locations of the southern and northern states.	
I/D		Identify the advantages and disadvantages of northern and southern economic resources.	
I/D		Identify similar and different northern and southern social and cultural customs.	
A	USP 2	Interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border-states; pictorial representations of crop production; reading timelines; and interpreting bar graphs showing human, natural, and man-made resources).	
I/D		Identify sectional interests that led to the Civil War.	
I/D		Describe the role of Tennessee in the Civil War.	
I/D		Chart the course of major events throughout the Civil War.	
A	USP 2	Recognize military and nonmilitary leaders from the North and South during Civil War (i.e., Frederick Douglass, Clara Barton, Chief Justice Roger Taney, Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Jefferson Davis).	
I/D		Identify components of the various plans for Reconstruction.	
I/D		Evaluate the successes and failures of Reconstruction plans.	
I/D		Decide the reasons for successes and failures of the various Reconstruction plans.	
I/D		Assess the lasting impact of the Civil War and Reconstruction.	
*A	USP 2, 3	Interpret timelines that depict major historical post-Civil War events.	
*A	USP 2, 3	Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).	
*A	USP 2	Determine the hardships encountered by Greater Plain settlers in the late 1800's (i.e., building materials, natural geography, climatic conditions, isolated communities, and lack of revenue).	
*A	USP 2, 3	Interpret a primary reading sample.	
*A	USP 2, 3	Use tools of social science inquiry such as surveys, statistics, maps, and documents.	

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Era 6 - The Development of the Industrial United States (1870-1900)

I/D		Analyze the effects of immigration, migration, and resources on the economic development and growth of the United States.	
*A	USP 2	Determine the hardships encountered by Greater Plain settlers in the late 1800's (i.e., building materials, natural geography, climatic conditions, isolated communities, and lack of revenue).	
*A	USP 2, 3	Interpret timelines that depict major historical post-Civil War events.	
I/D		Identify individual leaders of business and industry.	
I/D		Explain how industry and mechanization changed ways of life in America and Tennessee.	
I/D		Understand the rise of the American labor movement.	
I/D		Describe how armed conflict, purchases, treaties, and land settlement resulted in further American expansion.	
I/D		Assess the resistance of various groups to United States expansion.	
I/D		Describe the people, lifestyles, and liberties in the American West.	
I/D		Trace the growth and necessity of the Chinese in the American West.	
*A	USP 2, 3	Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).	
*A	USP 2, 3	Interpret a primary reading sample.	
*A	USP 2, 3	Use tools of social science inquiry such as surveys, statistics, maps, and documents.	

Era 7 - The Emergence of Modern America (1890-1930)

I/D		Identify various Progressive reform efforts and their leaders.	
I/D		Explain how rural areas and urban centers changed as a result of immigration and migration.	
A	USP 3	Recognize the rights that workers fought for in the late 1800's (i.e., wages, hours, insurance, and working conditions).	
I/D		Identify areas in the world where the United States participated in diplomatic affairs and armed conflict.	
I/D		Explain the causes of the Spanish-American War and World War I.	
I/D		Identify contributions of Tennessee natives such as Alvin York and Ida B. Wells.	
*A	USP 3	Recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers; Jane Addams; Martin Luther King, Jr.; Gov. Austin Peay; and Anne Dallas Dudley).	
I/D		Explain how American life changed dramatically due to the economical, technology, and ecological disasters.	
I/D		Describe American life in the 1920's including the impact of Constitutional amendments.	
I/D		Explain the significance of the Harlem Renaissance.	
I/D		Explain Tennessee's role in the women's suffrage movement.	
*A	USP 2, 3	Interpret timelines that depict major historical post-Civil War events.	

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*A	USP 2, 3	Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).	
*A	USP 2, 3	Interpret a primary reading sample.	
*A	USP 2, 3	Use tools of social science inquiry such as surveys, statistics, maps, and documents.	

Era 8 - The Great Depression and World War II (1929-1945)

I/D		Explain the events that led to the Great Depression.	
I/D		Describe how the Great Depression affected American society as a whole.	
I/D		Explain how Americans addressed the social and economic problems brought on by the Great Depression.	
I/D		Describe how the Tennessee Valley Authority impacted life in Tennessee.	To Dam or Not to Dam, p.AW170 (Variation)
I/D		Describe the political and economic events that led to World War II.	
I/D		Identify the significance of Pearl Harbor, D-Day, and Hiroshima.	
I/D		Identify Tennessee's involvement and the contributions of Tennessee natives such as Cordell Hull to the war effort.	
*A	USP 3	Recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers; Jane Addams; Martin Luther King, Jr.; Gov. Austin Peay; and Anne Dallas Dudley).	
I/D		Explain the political and economic effects of World War II on Europe and the United States.	
I/D		Explain the social effects of World War II on American life.	
I/D		Describe Japanese-American internment and its conflict with American ideals.	
*A	USP 3	Interpret timelines that depict major historical post-Civil War events.	
*A	USP 2, 3	Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).	
*A	USP 2, 3	Interpret a primary reading sample.	
*A	USP 2, 3	Use tools of social science inquiry such as surveys, statistics, maps, and documents.	
*A	USP 3	Interpret a visual contrasting life before and after World War II (i.e., education, family size, transportation, urbanization, and the role of women).	

Era 9 - Postwar United States (1945-1970's)

I/D		Explain how the American economy changed after World War II.	
I/D		Describe the influences of World War II on American society.	
*A	USP 3	Interpret a visual contrasting life before and after World War II (i.e., education, family size, transportation, urbanization, and the role of women).	
I/D		Describe the role of the United Nations in international affairs.	
I/D		Explain United States' involvement in Korea and Vietnam.	
I/D		Describe the Soviet and American relationship during the Cold War.	
I/D		Identify major political events of the presidential administrations during the Cold War.	
I/D		Explain why the United States became involved in the space race.	

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I/D		Describe the struggle for racial and gender equality.	
I/D		Explain Brown vs. Board of Education and its importance to the Civil Rights Movement.	
I/D		Explain the contributions of Civil Rights leaders such as Martin Luther King, Jr. and Caesar Chavez.	
*A	USP 3	Recognize examples of how the United States confronted Civil Rights issues (i.e., Brown vs. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights March, American Indian Movement [AIM], and the Civil Rights Act of 1964).	
*A	USP 3	Recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers; Jane Addams; Martin Luther King, Jr.; Gov. Austin Peay; and Anne Dallas Dudley).	
I/D		Describe Tennessee's involvement during the Civil Rights movement.	
*A	USP 2, 3	Interpret timelines that depict major historical post-Civil War events.	
*A	USP 2, 3	Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).	
*A	USP 2, 3	Interpret a primary reading sample.	
*A	USP 2, 3	Use tools of social science inquiry such as surveys, statistics, maps, and documents.	

Era 10 - Contemporary United States (1968 to the present)

I/D		Explain how Watergate impacted the Nixon administration and Americans.	
I/D		Describe the changing relationships between the United States and foreign countries.	
I/D		Explain the significance of the Iran crisis.	
I/D		Describe political and geographic changes in Europe following the fall of the Soviet Union.	
I/D		Describe the growing impact of the media on public opinion.	
I/D		Explain the effect of the computer on contemporary life in America.	
I/D		Describe global environmental issues.	Here Today, Gone Tomorrow, p.W154 Hazardous Links, Possible Solutions, p.W326 World Travelers, p.W330 Net Gain, Net Effect, p.AW85 Aiming to Save, p.FW222
I/D		Describe the contributions of Tennesseans to the arts.	
*A	USP 3	Recognize examples of how the United States confronted Civil Rights issues (i.e., Brown vs. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights March, American Indian Movement [AIM], and the Civil Rights Act of 1964).	
*A	USP 3	Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).	
*A	USP 2, 3	Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).	
*A	USP 2, 3	Interpret a primary reading sample.	

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	3		
*A	USP 2, 3	Use tools of social science inquiry such as surveys, statistics, maps, and documents.	

INDIVIDUALS, GROUPS, AND INTERACTIONS

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

I		Identify and describe examples of tension between an individual's beliefs, government policies, and laws.	
I		Identify the accomplishments of notables who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.	
I		Identify and describe factors that either contribute to cooperation or cause disputes within and among groups and actions.	
I		Give examples of the role of institutions in furthering both continuity and change.	
I		Identify examples of institutions and describe the interactions of people with institutions.	
I		Analyze the role of individuals and groups in elections.	

SOCIAL STUDIES PROCESS STANDARDS

The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.

D		Detect cause and effect relationships to acquire information.	
D		Distinguish between fact and opinion to recognize propaganda to acquire information.	
D		Use maps, graphs, globes, media, and technology sources to acquire information.	
D		Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.	Museum Search for Wildlife, p.W182
D		Identify relevant factual material to problem solve and analyze data.	
D		Classify information by source, chronology, and importance to problem solve and analyze data.	
D		Critically examine data from a variety of sources to problem solve and analyze data.	
D		Detect bias in data presented in a variety of forms to problem solve and analyze data.	
D		Note cause/effect relationship and draw inferences from a variety of data to problem solve and analyze data.	
D		Read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources for historical awareness.	
D		Construct and analyze timelines for historical awareness.	
D		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.	Museum Search for Wildlife, p.W182
D		Incorporate the use of technological resources for historical awareness.	
D		Utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork for historical awareness.	

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SOCIAL STUDIES

Sixth Grade

CULTURE

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The student will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Key	Reporting Category		
M		Define the basic components of culture.	
M		Identify how communities reflect the cultural background of their inhabitants.	
M		Compare how cultures differ in their use of similar environments and resources.	
M		Analyze how human migration and cultural activities influence the character of a place.	
M		Define religion.	
D		Describe the beliefs of the world major religions.	
D		Identify the founders of the world's major religions.	
D		Identify characteristics of a physical environment that contribute to the growth and development of a culture.	
D		Evaluate the effect of technology on a culture.	
D		Explain why individuals and groups respond differently to their physical and social environments.	
D		Explain how information and experiences may be interpreted differently from people of diverse cultural perspectives and frames of reference.	
D		Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate understanding or cause misunderstanding.	Light as a Feather, p.FW78
D		Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.	
M		Define cultural diffusion.	
M		Compare different ways in which cultural diffusion takes place.	
M		Construct a timeline of technological innovations and rate the importance of technological advancements.	
D		Show through specific examples how science and technology have changed people's perceptions of the social and natural world.	
D		Describe examples in which values, beliefs, and attitudes have been influenced by technological knowledge.	

ECONOMICS

Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

D		Explain the relationship of supply and demand in early world history.	
A	E	Recognize an example of a barter economy.	
M		Describe the change from hunter/gatherer economies to economies based on animal and plant domestication.	Lobster in Your Lunch Box, p.W245

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A	E	Identify disadvantages and advantages of nomadic and early farming lifestyles (i.e., shelter, food supply, and, domestication of plants and animals).	
M		Investigate the impact of trade on the economies of early civilizations.	
D		Define various types of economies and their methods of production and consumption.	
A	E	Recognize the importance of economic systems in the development of early civilizations around rivers (i.e., Tigris and Euphrates, Huang He, Nile, and Indus).	
D		Apply economic concepts to evaluate historic developments.	
D		Explain the economic impact of improved communication and transportation.	
A	E	Identify major trade routes (i.e., silk roads, Persian trade routes, African trade routes, Mediterranean trade routes, and ocean routes).	
D		Appraise the relationship among scarcity of resources, economic development, and international conflict.	
M		Differentiate between needs and wants.	
D		Analyze how supply and demand and change in technologies impact the cost for goods and services.	
D		Evaluate the relationship between creditors and debtors.	
A	E	Recognize the importance of trade in later civilizations (i.e., Mediterranean, Southeast Asia, India, and European).	
A	E	Analyze how basic economic ideas influenced world events (i.e., supply and demand lead to exploration and colonization).	

GEOGRAPHY

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

M		Use the basic elements of maps and mapping.	
A	G	Identify the basic components of a world map (i.e., compass rose, map key, scale, latitude and longitude lines, continents, and oceans).	
M		Identify the locations of certain physical and human features and events on maps and globes.	
A	G	Identify basic geographic forms (i.e., rivers, lakes, bays, oceans, mountains, plateaus, deserts, plains, and coastal plains).	
M		Identify the location of earth's major landforms such as continents, islands, mountain ranges, and major bodies of water such as the oceans, seas, rivers, and gulfs.	
A	G	Use a variety of maps to understand geographic and historical information (i.e., political maps, resource maps, product maps, physical maps, climate maps, and vegetation maps).	Rainfall and the Forest, p.W73
M		Describe the location of major physical characteristics such as landforms, climate, soils, water, features, vegetation, resources, and animal life; and human characteristics such as language groups, religions, political systems, economic systems, and population centers in the world.	
D		Explain how and why the location of geographic features both physical and human in the world change over time and space.	
A	G	Recognize reasons that cultural groups develop or settle in specific physical environments.	
A	G	Identify the location of early civilizations on a map (i.e., Mesopotamian, Egyptian, Ancient Chinese, and Indian).	
D		Identify concepts that define and describe spatial organization such as location,	

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		distance, direction, scale, movement, and region.	
D		Explain how changing technology such as transportation and communication technology affect spatial relationships.	
D		Describe how physical and human processes shape the characteristics of a place.	
D		Explain how technology shapes the physical and human characteristics of places.	
D		Explain why places have specific physical and human characteristics in different parts of the world.	
A	G	Recognize the basic components of culture (i.e., language, common values, traditions, government, art, literature, and lifestyles).	
A	G	Identify geographic reasons for the location of population centers prior to 1500 (i.e., coastal plains, deserts, mountains, and river valleys).	
A	G	Interpret a graph that illustrates a major trend in world history (i.e., population growth, economic development, governance land areas, and growth of religions).	
A	G	Recognize how migration and cultural diffusion influenced the character of world societies (i.e., spread of religions, empire building, exploration, and languages).	

GOVERNANCE AND CIVICS

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

D		Identify informal and formal forms of governance.	
A	GC	Recognize types of government (i.e., formal/informal, monarchy, direct/indirect democracy, republics, and theocracy).	
D		Describe the purpose of governance and how its powers are acquired, used, and justified.	
D		Analyze the necessity of establishing and enforcing the rule of law.	
D		Originate models of lower to higher forms of social and political orders.	
A	GC	Recognize the steps that give rise to complex governmental organizations (i.e., nomadic, farming, village, city, city-states, and states).	
M		Identify written laws handed down from ancient civilizations.	
A	GC	Identify the development of written laws (i.e., Hammurabi's Code, Justinian Code, and Magna Carta).	
D		Explore the development of citizenship and government in ancient civilizations.	
D		Explain and apply concepts such as power, role, status, justice and influence to the examination of persistent issues and social problems.	
A	GC	Recognize the roles assigned to individuals in various societies (i.e., caste systems, feudal systems, city-state systems, and class systems).	
D		Recognize the relationship between a places's physical, political, and cultural characteristics and the type of government that emerges in that place.	
D		Identify natural resources that are necessary to the survival of a civilization.	
D		Differentiate between rights and privileges of the individual.	
A	GC	Compare and contrast the lives of individual citizens in various governmental organizations (i.e., monarchical systems, feudal systems, caste systems, and democratic systems-Greek).	
D		Consider how cooperation and conflict affects the dissemination of resources, rights, and privileges.	

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History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

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World History Standards Era 1: The Beginnings of Human Society

M		List ancient weapons and tools.	
M		Understand the role of the environment in terms of influencing the development of weapons and tools.	
M		Explain the role of agriculture in early settled communities.	
M		Recognize the immediate and long term impacts and influences of early agricultural communities such as Southwest Asia and the African Nile Valley.	
M		Describe the biological processes that shaped the earliest human communities.	
M		Identify the characteristics of hunter-gatherer communities in various continental regions in Africa versus the Americas.	
M		Explain how different early human communities expressed their beliefs.	
M		Explain how geologists, archaeologists, and anthropologists study early human development.	
M		Identify scientific evidence regarding early human settlements in Africa.	
*A	WH 1	Recognize the types of early communities (i.e., nomadic, fishing, and farming).	
*A	WH 1	Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).	
*A	WH 1	Recognize the world's major religions and their founders (i.e., Judaism, Christianity, Islam, Buddhism, Hinduism, Moses, Jesus, and Mohammed).	
*A	WH 1	Identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life (i.e., legal, religious, and culture).	
*A	WH 1	Recognize the significant mythologies of the Sumerians, Egyptians, Greeks, and Romans.	
*A	WH 1, 2	Recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, and historic).	
*A	WH 1, 2	Recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, and Renaissance).	
*A	WH 1, 2	Read a timeline and order events of the past between prehistory and the Renaissance.	
*A	WH 1, 2	Identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, and inventors.)	
*A	WH 1, 2	Identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, and Medieval).	
*A	WH 1, 2	Describe the ways in which individuals can change groups (i.e., Martin Luther – Christian church, William of Normandy – English Monarchy, Joan of Arc – Hundred Years War, and Buddha – Chinese Culture).	
*A	WH 1, 2	Recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, and diseases).	
*A	WH 1, 2	Recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther,	

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		and Johannes Gutenberg).	
*A	WH 1, 2	Identify the job characteristics of archaeologists, anthropologists, geologists, and historians.	
*A	WH 1, 2	Identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, and Native American).	
*A	WH 1, 2	Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).	
*A	WH 1, 2	Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).	
*A	WH 1, 2	Identify conclusions about early world historical events using primary and secondary sources.	
*A	WH 1, 2	Identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance Languages).	

World History Standards Era 2: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)

M		Describe the characteristics of writing in Mesopotamia, Egypt, and the Indus valley and how their written records shaped political, legal, religious, and cultural life.	
M		Compare and contrast the Mycenaean Greek development of agriculture, writing, education, law, and trade with another society.	
M		Explain how the development of different types of tools, laws, and religion influenced early Chinese civilization.	
M		Compare and contrast how the economic, political, cultural, and environmental factors among the ancient civilizations of Egypt, Indus River Valley, China, and Mesopotamia shaped their histories.	
M		Explain the decline of the Indus Valley civilization.	
M		Identify significant individuals and events in Egyptian civilization.	
M		Describe the characteristics of Aryan society.	
M		Describe what archaeological evidence reveals about Chinese history during the Chang Dynasty.	
M		Identify early forms of writing, law, and trade (i.e., cuneiform, hieroglyphics, barter, Code of Hammurabi, and the Ten Commandments).	
*A	WH 1	Recognize the types of early communities (i.e., nomadic, fishing, and farming).	
*A	WH 1	Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).	
*A	WH 1	Recognize the world's major religions and their founders (i.e., Judaism, Christianity, Islam, Buddhism, Hinduism, Moses, Jesus, and Mohammed).	
*A	WH 1	Recognize significant epics as historical sources (i.e., Iliad, the Odyssey, Mahabharata, and Ramayana).	
*A	WH 1	Identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life (i.e., legal, religious, and culture).	
*A	WH 1	Recognize the significant mythologies of the Sumerians, Egyptians, Greeks, and Romans.	
*A	WH 1, 2	Recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, and historic).	
*A	WH 1, 2	Recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, and Renaissance).	
*A	WH 1, 2	Read a timeline and order events of the past between prehistory and the Renaissance.	

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*A	WH 1, 2	Identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, and inventors.)	
*A	WH 1, 2	Identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, and Medieval).	
*A	WH 1, 2	Describe the ways in which individuals can change groups (i.e., Martin Luther – Christian church, William of Normandy – English Monarchy, Joan of Arc – Hundred Years War, and Buddha – Chinese Culture).	
*A	WH 1, 2	Recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, and diseases).	
*A	WH 1, 2	Recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, and Johannes Gutenberg).	
*A	WH 1, 2	Identify the job characteristics of archaeologists, anthropologists, geologists, and historians.	
*A	WH 1, 2	Identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, and Native American).	
*A	WH 1, 2	Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).	
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*A	WH 1, 2	Identify conclusions about early world historical events using primary and secondary sources.	
*A	WH 1, 2	Identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance Languages).	

World History Standards Era 3: Classical Traditions, Major Religions, and Giant Empires (1000 BCE-300 AD)

M		Illustrate the placement of major religions on the earth's surface.	
M		Compare and contrast elements of Judaism, Christianity, and Islam.	
M		Identify the causes and spread of Christianity.	
M		Explain the origins of Buddhism and fundamental Buddhist beliefs.	
M		Explain the patterns of Phoenician political organization, culture, and trade in the Mediterranean basin.	
M		Describe the development of Greek city-states and their political and social characteristics.	
M		Identify the characteristics of the Assyrian and Babylonian Empires.	
M		Explain the impact and achievements of the Hellenistic period on art, mathematics, science, philosophy, and political thought.	
M		Understand the origins and social framework of Roman society.	
M		Identify fundamental social, political, and cultural characteristics of Chinese society under early imperial dynasties.	
M		Compare geographical and architectural features of Egypt.	
M		Identify major cultural elements of Greek society such as sculpture, architecture, and pottery.	
M		Explore the role of art, literature, and mythology in Greek society by analyzing primary sources.	
M		Explain the political, commercial, and cultural uses of Latin and Greek as universal languages of the Roman Empire.	

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M		Construct timelines to show sequences of important dates and events.	
M		Identify cause and effect of events leading to the rise and decline of civilizations.	
M		Describe how the rise and decline of military power, state bureaucracy, legal codes, belief systems, written languages, and communications and trade networks affected societies.	
*A	WH 1	Recognize the types of early communities (i.e., nomadic, fishing, and farming).	
*A	WH 1	Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).	
*A	WH 1	Recognize the world's major religions and their founders (i.e., Judaism, Christianity, Islam, Buddhism, Hinduism, Moses, Jesus, and Mohammed).	
*A	WH 1	Recognize significant epics as historical sources (i.e., Iliad, the Odyssey, Mahabharata, and Ramayana).	
*A	WH 1	Identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life (i.e., legal, religious, and culture).	
*A	WH 1	Recognize the significant mythologies of the Sumerians, Egyptians, Greeks, and Romans.	
*A	WH 1, 2	Recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, and historic).	
*A	WH 1, 2	Recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, and Renaissance).	
*A	WH 1, 2	Read a timeline and order events of the past between prehistory and the Renaissance.	
*A	WH 1, 2	Identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, and inventors.)	
*A	WH 1, 2	Identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, and Medieval).	
*A	WH 1, 2	Describe the ways in which individuals can change groups (i.e., Martin Luther – Christian church, William of Normandy – English Monarchy, Joan of Arc – Hundred Years War, and Buddha – Chinese Culture).	
*A	WH 1, 2	Recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, and diseases).	
*A	WH 1, 2	Recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, and Johannes Gutenberg).	
*A	WH 1, 2	Identify the job characteristics of archaeologists, anthropologists, geologists, and historians.	
*A	WH 1, 2	Identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, and Native American).	
*A	WH 1, 2	Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).	
*A	WH 1, 2	Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).	
*A	WH 1, 2	Identify conclusions about early world historical events using primary and secondary sources.	
*A	WH 1, 2	Identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance Languages).	

World History Standards Era 4: Expanding Zones of Exchange and Encounter (300AD-1000 AD)

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M		Identify the spread of Christian belief in Europe.	
M		Diagram the social structure of medieval society.	
M		Explain the significance of Norse migrations and invasions.	
M		Describe social class and gender roles in Medieval Europe.	
M		Understand the significant features of Mayan and Andean civilization as in their location of cities, road systems, sea routes, status of elite women and men, art, and architecture.	
M		Recognize the importance of maritime and overland trade routes linking regions of Afro-Eurasian societies.	
M		List the major achievements in technology, astronomy, and medicine in the Gupta societies.	
M		Identify monastic examples of preserving Greco-Roman and early Christian learning.	
M		Read an example of African oral history for its historical importance.	
M		Identify the spread of Islamic belief in Asia and Africa.	
M		Explain how the influence of Islamic ideas and practices influenced culture and social behavior.	
M		Describe the characteristics of and development of great African and Asian civilizations.	
M		Identify the impact of Chinese society on surrounding cultures in terms of assimilation of ideas and political autonomy.	
*A	WH 2	Recognize and order major historical events on a timeline between the Middle Ages and Renaissance.	
*A	WH 2	Identify the impact of advances in technology on history (i.e., agricultural revolution, Renaissance scientists, exploration during the 1400s).	
*A	WH 2	Recognize how the Renaissance changes the nature of society (i.e., shift from religious domination to science, philosophy, and art).	
*A	WH 2	Evaluate to what extent civilizations build on the accomplishments of previous civilizations.	
*A	WH 2	Compare and contrast the historical development of the Western, Eastern, and African cultures.	
*A	WH 1, 2	Recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, and historic).	
*A	WH 1, 2	Recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, and Renaissance).	
*A	WH 1, 2	Read a timeline and order events of the past between prehistory and the Renaissance.	
*A	WH 1, 2	Identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, and inventors.)	
*A	WH 1, 2	Identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, and Medieval).	
*A	WH 1, 2	Describe the ways in which individuals can change groups (i.e., Martin Luther – Christian church, William of Normandy – English Monarchy, Joan of Arc – Hundred Years War, and Buddha – Chinese Culture).	
*A	WH 1, 2	Recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, and diseases).	
*A	WH 1, 2	Recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin	

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		Luther, and Johannes Gutenberg).	
*A	WH 1, 2	Identify the job characteristics of archaeologists, anthropologists, geologists, and historians.	
*A	WH 1, 2	Identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, and Native American).	
*A	WH 1, 2	Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).	
*A	WH 1, 2	Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).	
*A	WH 1, 2	Identify conclusions about early world historical events using primary and secondary sources.	
*A	WH 1, 2	Identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance Languages).	

World History Standards Era 5: The Emergence of Europe (1200-1500AD)

I		Recognize the developments of science, philosophy, and art in the 14 th and 15 th centuries.	
I		Understand the significant developments of medieval English in legal and constitutional practices and how this shaped the development of European governments.	
I		Recognize the origins and the economic, social, and political impact of the plague upon Eurasian societies.	
I		Judge the significance of the Reformation on the development of Europe.	
I		Compare and contrast feudalism and manorialism.	
I		Explain the cultural characteristics of Islamic society such as a common language, religious text, and society and how this led to cohesiveness across regions.	
I		Identify features of trade routes in Asia, Europe, and Africa.	
I		Describe the roles and motivations of squires, saints, and soldiers in Christian Europe.	
I		Describe the economic, social, and religious features of West Africa.	
I		Identify aspects of the architecture of Medieval Europe and how some elements may still be seen in local and modern architecture.	
I		Compare and contrast art, architecture, and education in medieval Christian and Spanish Muslim society.	
I		Rate the importance of foreign sources in recording the history in areas of Mongol domination as in the travels of Marco Polo and ibn Battuta.	
*A	WH1, 2	Recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, and historic).	
*A	WH1, 2	Recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, and Renaissance).	
*A	WH1, 2	Read a timeline and order events of the past between prehistory and the Renaissance.	
*A	WH1, 2	Identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, and inventors.)	
*A	WH1, 2	Identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, and Medieval).	
*A	WH1, 2	Describe the ways in which individuals can change groups (i.e., Martin Luther – Christian church, William of Normandy – English Monarchy, Joan of Arc – Hundred Years War, and Buddha – Chinese Culture).	

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* A	WH1, 2	Recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, and diseases).	
* A	WH1, 2	Recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, and Johannes Gutenberg).	
* A	WH1, 2	Identify the job characteristics of archaeologists, anthropologists, geologists, and historians.	
* A	WH1, 2	Identify differences between various cultural groups (i.e., European, Eurasian, Indian, Southeast Asian, Middle Eastern, African, and Native American).	
* A	WH1, 2	Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance).	
* A	WH1, 2	Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press).	
* A	WH1, 2	Identify conclusions about early world historical events using primary and secondary sources.	
* A	WH1, 2	Identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance Languages).	
* A	WH2	Recognize and order major historical events on a timeline between the Middle Ages and Renaissance.	
* A	WH2	Identify the impact of advances in technology on history (i.e., agricultural revolution, Renaissance scientists, exploration during the 1400s).	
* A	WH2	Recognize how the Renaissance changes the nature of society (i.e., shift from religious domination to science, philosophy, and art).	
* A	WH2	Evaluate to what extent civilizations build on the accomplishments of previous civilizations.	
* A	WH2	Compare and contrast the historical development of the Western, Eastern, and African cultures.	

INDIVIDUALS, GROUPS, AND INTERACTIONS

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

M		Recognize that individuals can belong to groups but still have their own identity.	
I		Relate personal changes to social, cultural, and historical contexts.	
I		Describe personal connections to place, as associated with community, nation, and world.	
I		Describe ways regional, ethnic, and national cultures influence individuals' daily lives.	
I		Identify and describe ways family, groups, and community influence the individual's daily life and personal choices.	
I		Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups.	
I		Analyze group and institutional influences on people, events, and elements of culture.	

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SOCIAL STUDIES PROCESS STANDARDS

The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.

D		Detect cause and effect relationships to acquire information.	
D		Distinguish between fact and opinion to recognize propaganda to acquire information.	
D		Use maps, graphs, globes, media, and technology sources to acquire information.	
D		Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.	Museum Search for Wildlife, p.W182
D		Identify relevant factual material to problem solve and analyze data.	
D		Classify information by source, chronology, and importance to problem solve and analyze data.	
D		Critically examine data from a variety of sources to problem solve and analyze data.	
D		Detect bias in data presented in a variety of forms to problem solve and analyze data.	
D		Note cause/effect relationship and draw inferences from a variety of data to problem solve and analyze data.	
D		Read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources for historical awareness.	
D		Construct and analyze timelines for historical awareness.	
D		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.	Museum Search for Wildlife, p.W182
D		Incorporate the use of technological resources for historical awareness.	
D		Utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork for historical awareness.	

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SOCIAL STUDIES ***Seventh Grade***

CULTURE

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The student will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

Key	Reporting Category		
M		Define the basic components of culture.	
M		Explain how people living in the same region maintain different ways of life.	
M		Identify how communities locally, regionally, and globally reflect the cultural background of their inhabitants.	
D		Analyze the role of cultural diffusion and interactions among Earth's human systems in the ongoing development of Earth's cultural landscapes.	
D		Identify and describe the location of major cultural attributes such as language, religion, political systems, economic systems, and population centers locally, regionally, and globally.	
M		Define religion.	
D		Describe the beliefs of the world's major religions.	
D		Evaluate the role of religious beliefs on local, regional, nation-state, and global levels.	
I		Identify characteristics of a physical environment that contribute to the growth and development of a culture.	
M		Compare how cultures differ in their use of similar environments and resources.	
D		Evaluate the effect of technology on various cultures.	
D		Explain how information and experiences may be interpreted differently from people of diverse cultural perspectives and frames of reference.	
D		Describe how language, art, music, belief systems, and other cultural elements facilitate global understanding or cause misunderstanding.	Light as a Feather, p.FW78

ECONOMICS

Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

I		Define various types of economies and their methods of production and consumption (e.g., market economy, free enterprise, capitalism, communism, and socialism).	
D		List the major resources and industrial and agricultural products, locally, regionally, and globally.	
A	E	Define renewable and nonrenewable resources.	What You Wear Is What They Were, p.W210
D		Apply basic economic concepts in studying the various regions of the world such as export, import, tariffs, and closed and emerging markets.	
A	E	Recognize basic economic concepts (i.e., imports, exports, barter system, tariffs, closed and emerging markets, supply and demand, inflation, recession, and depression).	

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D		Explain the interactions between domestic and global economic systems.	
D		Recognize that resources, goods, and services are exchanged worldwide.	
A	E	Select the major resources, industrial, and agricultural products from the three grand divisions from a map of Tennessee.	
D		Explain the economic impact of improved communication and transportation.	
D		Appraise the relationship among scarcity of resources, economic development, and international conflict.	
I		Evaluate the domestic and international impact of various economic agreements.	
I		Apply economic concepts to evaluate contemporary developments.	Pay to Play, p.W216
A	E	Interpret economic issues as expressed with maps, tables, diagrams, and charts.	
M		Describe the characteristics, location, and use of renewable and nonrenewable resources.	
M		Identify ways resources are recycled.	Litter We Know, p.W434 (Extension)
D		Describe patterns of resource distribution and utilization.	
D		Discover the relationship between the use, availability, and accessibility of resources and a country's standard of living, including the role of technology in resource acquisition and use.	
D		Analyze issues related to the location, availability, use, distribution, and trade of natural resources.	Ethi-Reasoning, p.W203 Pay to Play, p.W216 Changing Attitudes, p.W255 The Hunter, p.W287 Pro and Con..., p.W338

GEOGRAPHY

Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

M		Identify, describe, and be able to use the basic elements of maps and mapping.	
A	PG	Identify and use the basic elements of maps and mapping.	
M		Identify the location of physical and human attributes on maps and globes at local, regional, and global scales.	
A	PG	Locate on map specific lines of longitude and latitude. (i.e., Prime Meridian, International Date Line, Equator, North and South Poles, Tropics of Cancer and Capricorn, and Arctic Antarctic Circles).	
A	PG	Locate the earth's major physical characteristics (i.e., 7 continents and 4 oceans).	
A	HG	Distinguish between types of maps. (i.e., political, physical, climatic, land-use resource, contour, elevation, and topographic.)	
M		Demonstrate an understanding of various types of maps including thematic and topographic maps.	
A	PG	Interpret a map indicating scale, distance, and direction.	
A	PG	Read and interpret a time zone map.	
M		Discuss applications of current geographic techniques in mapping such as GIS and GPS.	
M		Identify the location of the earth's major physical characteristics such as continents, landforms, bodies of water, climate regions, vegetation, and natural	Rainfall and the Forest, p.W73

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		resources.	
A	PG	Identify the major river systems of Tennessee.	Fishy Who's Who, p.AW8
A	PG	Select the natural resources found in the 3 grand divisions of Tennessee (coal, copper, timber, plants, and animals.)	
A	PG	Identify the location of the earth's major landforms and bodies of water (i.e., Rockies, Andes, Himalayas, Alps, Urals, Sahara desert, Nile River Valley, Great Plains, Mississippi River, Amazon River, Thames River, Seine River, Rhine River, Danube River, Tigris River, Eurphrates River, Ganges River, Volga River, and Yellow River).	
A	PG	Identify the six physical regions of Tennessee (i.e., Unaka Mountains, Valley and Ridge, Cumberland Plateau, Highland Rim, Central Basin, and Gulf Coastal Plain).	
M		Identify the location and size of major human features such as cities, political units, and countries.	
A	HG	Distinguish the differences among rural, suburban, and urban communities.	
M		Explain why physical, biological, and human processes leave discernable patterns on the earth's surface locally, regionally, and globally.	
M		Identify the spatial distribution of major ecosystems such as tropical rainforest, desert, and grassland.	
A	PG	Identify the characteristics that define a region geographically.	
M		Identify concepts and geographic tools used to define and describe spatial organization such as absolute and relative location, distance, direction, scale, movement, and region.	
M		Explain patterns of spatial organization including why some areas are more densely settled than others and the differences between rural, urban, and suburban patterns.	
A	HG	Define demographic concepts. (i.e., population, population distribution, population density, and growth rate).	
A	PG	Compare the five largest cities of Tennessee using a bar graph.	
M		Describe factors that affect spatial organization of the earth's surface such as transportation, migration, and communication technology.	
M		Identify which features on the earth's surface are physical and which are human.	
A	PG	Recognize specific physical processes that operate on the earth's surface (i.e., erosion, volcanoes, earthquakes, wind and water currents, plate tectonics, and weathering).	
M		Describe how physical, biological, and human characteristics and processes define and shape a place.	
M		Describe how human movement and migration influence the character of a place.	
M		Appraise the symbiotic relationship between the physical and human environments as they are reflected on the earth's surface.	
M		Identify the criteria used to define a region, including physical traits and formal, functional, and vernacular cultural regions.	
M		Describe types of regions at the local, regional, and global level.	
M		Describe how cultures influence the characteristics of regions and how human characteristics make specific regions of the world distinctive.	
M		Explain factors that contribute to changing regional characteristics and boundaries.	
M		Identify types of the earth's physical processes such as tectonic activity, and	

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		changing landforms.	
M		Consider the effect of weathering and erosion, the hydrologic cycle and climate change.	
M		Analyze physical patterns and ecosystems found locally, regionally, and globally.	Ecosystem Facelift, p.W166
M		Examine the consequences of a specific physical process operating on the earth's surface.	
M		Describe how the characteristics of different physical environments affect human activities including ways in which people adapt to living in different physical environments.	
M		Describe the impact and interaction of natural hazards and disasters on human settlements and systems.	
M		Evaluate the limits and opportunities of physical environments for human activities.	
M		Describe effects of human modification on the physical environment including global warming, deforestation, desertification, and urbanization.	Ecosystem Facelift, p.W166 Changing the Land, p.W345 Home Is Where the Forest Is, p.FW91
M		Explain the ways in which human induced changes in the physical environment in one place can cause changes in other places.	To Dam or Not to Dam, p.AW170 Hidden Hazards, p.FW105
M		Analyze the environmental consequences of humans changing the physical environment.	Changing the Land, p.W345 To Dam or not to Dam, p.AW170
A	HG	Recognize the definitions of modifications on the physical environment (i.e., global warming, deforestation, desert, and urbanization).	Changing the Land, p.W345
A	HG	Analyze the environmental consequences of humans changing their physical environment (i.e., air and water pollution, mining, deforestation, and global warming).	Changing the Land, p.W345 Bird Hurdles, p.FW216 To Dam or not to Dam, p.AW170
M		Identify the characteristics of populations at a variety of scales including ethnicity, age distribution, number of males and females, and life expectancy.	
A	HG	Interpret a population pyramid.	
M		Define demographic concepts including population, population distribution, population density, growth rate, family size, and infant mortality.	
A	HG	Define demographic concepts (i.e., population, population distribution, population density, growth rate, family size, and infant mortality).	
A	HG	Recognize cultural definitions (i.e., language, religion, customs, political system, and economic system).	
A	HG	Locate cultural information on a thematic map (i.e., languages, political systems, economic systems, and religions).	
M		Describe the causes and effects of human migration such as "push and pull" factors.	
M		Analyze contemporary population issues.	
A	HG	Predict the consequences of population changes on the Earth's physical and cultural environments (I.e., air and water pollution, mining, deforestation, and global).	
A	HG	View and discuss a show which shows a diverse global culture.	

GOVERNANCE AND CIVICS

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

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M		Recognize world political regions locally, regionally, and globally.	
A	GC	Using a map key, locate various governance systems.	
A	GC	Identify political leaders from selected contemporary settings (i.e., United States, India, Canada, Mexico, Great Britain, Russia, and China).	
M		Explain the purposes and structure of various systems of governance.	
A	GC	Define the different types of governments (i.e., democracy, autocracy, oligarchy, monarchy, and dictatorship).	
M		Compare different political systems with that of the United States and identify political leaders from selected contemporary settings.	
A	GC	Recognize how the boundaries of congressional districts change in the state of Tennessee (i.e., statutory requirements, population shifts, and political power shifts).	
A	GC	Differentiate between the rights, roles, and state of the individual in relation to the general welfare in various regions of the world.	
M		Explain the relationship between a place's physical, political, and cultural characteristics and the type of government that arises in that place.	
D		Identify international and multinational organizations of cooperation.	
D		Describe the current struggles over energy resources and how different governments resolve these problems.	
D		Describe conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.	
A	GC	Recognize the causes, consequences, and possible solutions applied by governing bodies to persistent global issue using a narrative (i.e., health, security, resource allocation, economic development, and environmental quality).	
D		Explore governmental responses to environmental issues such as air pollution, watershed management, water pollution and solid waste, including hazardous and toxic waste.	Pay to Play, p.W216 History of Wildlife Management, p.W267
D		Describe ideas and mechanisms governments develop to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.	

HISTORY

History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

D		Identify reasons why people choose to settle in different places.	
A	H	Identify the causes and consequences of urbanization (i.e., industrial development, education, health care, cultural opportunities, poverty, overcrowding, disease, pollution, and crime).	
D		Explain how and why the location of settlements changes over space and time locally, regionally, and globally.	
A	H	Identify reasons why people choose to settle in different places (i.e., occupation, family, climate, and natural resources).	
D		Explain factors leading to areas of dense human settlement.	
A	H	Map large civilizations to discover the impact of water as a main reason behind a society's founding.	
D		Describe factors involved in the growth and development of cities.	
D		Evaluate the causes and consequences of urbanization.	Urban Nature Search, p.W70

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D		Identify the physical and human factors that influence a place.	
A	H	Identify ways family, groups, and community influence daily life and personal choices.	
D		Analyze the causes and effects of changes in a place over time.	Changing the Land, p.W345
A	H	Analyze, from a written passage, the causes and effects of change in a place over time.	Prairie Memoirs, p.W188 Changing Societies, p.W258
A	H	Compare and contrast the tenets of the five major world religions (i.e., Christianity, Buddhism, Islam, Hinduism, and Judaism).	
A	H	Examine reasons and patterns of human migration through the use of maps, charts, and diagrams (i.e., famine, natural disasters, political and religious oppression, and wars).	

INDIVIDUALS, GROUPS, AND INTERACTIONS

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

M		Recognize that individuals can belong to groups but still retain their own identity.	
M		Know how to share and give opinions in a group.	
M		Describe personal connections to a place.	
D		Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.	
D		Examine issues involving the rights, roles, and status of the individual in relation to the general welfare in various regions of the world.	
D		Identify ways family, groups, and community influence daily life and personal choices.	
D		Demonstrate an understanding of concepts such as role, status, and social class when describing the interactions of individuals and social groups in various regions of the world.	
D		Explore the causes, consequences, and possible solutions applied by governing bodies to persistent global issues such as health, security, resource allocation, economic development, and environmental quality.	Hazardous Links, Possible Solutions, p.W326
D		Identify the effects of physical and human geographic factors on current policies and issues such as land use, urban planning, and conservation issues.	Planning for People and Wildlife, p.W436 Improving Wildlife Habitat ..., p.W440 Home, Sweet Home, p.FW134 Council Consensus, p.FW143
D		Describe the impact of contemporary patterns of consumption, production, and population growth on the future spatial organization of the earth.	
D		Integrate multiple points of view to analyze and evaluate contemporary geographic issues.	

SOCIAL STUDIES PROCESS STANDARDS

The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.

D		Detect cause and effect relationships to acquire information.	
D		Distinguish between fact and opinion to recognize propaganda to acquire information.	
D		Use maps, graphs, globes, media, and technology sources to acquire information.	

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D		Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.	Museum Search for Wildlife, p.W182
D		Identify relevant factual material to problem solve and analyze data.	
D		Classify information by source, chronology, and importance to problem solve and analyze data.	
D		Critically examine data from a variety of sources to problem solve and analyze data.	
D		Detect bias in data presented in a variety of forms to problem solve and analyze data.	
D		Note cause/effect relationship and draw inferences from a variety of data to problem solve and analyze data.	
D		Read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources for historical awareness.	
D		Construct and analyze timelines for historical awareness.	
D		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.	Museum Search for Wildlife, p.W182
D		Incorporate the use of technological resources for historical awareness.	
D		Utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork for historical awareness.	

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SOCIAL STUDIES ***Eighth Grade***

CULTURE

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Student will explore these elements of society to develop an appreciation of human cultures.

Key	Reporting Category		
D		Explain how people living in the same region maintain different ways of life.	
D		Analyze how human migration and cultural activities influence the character of a place.	
D		Discuss the development of major religions.	
D		Define religion.	
D		Describe the beliefs of America's major religions and religious organizations.	
D		Describe how religion contributed to the growth of representative government in the American colonies.	
M		Identify the role diverse cultures had on the development of the Americas.	
M		List the various cultures that contributed to the development of the United States.	
M		Identify and examine perspectives of various cultural groups within early American history.	
D		Identify specific technological innovations and their uses.	
D		Construct a timeline of technological innovations and rate their relative importance on culture.	

ECONOMICS

Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

I		Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.	
D		Describe the differences within economic theories such as mercantilism and capitalism.	
A	E	Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).	Let's Talk Turkey, p.W248 Turkey Talk, p.FW246
A	E	Interpret a diagram showing the steps of changing a resource into a product.	
D		List the major industrial and agricultural products of Tennessee and the United States.	

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D		Describe a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.	
M		Analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Tennessee and Early America.	
D		Define various types of economies and their methods of production and consumption.	
D		Apply economic concepts to evaluate historic and contemporary developments.	
D		Explain the economic impact of improved communication and transportation on the world economy.	
D		Analyze the impact of national and international markets and events on the production of goods and services in Tennessee and Early America.	
M		Define microeconomic terms such as credit, debt, goods, services, domestic products, imports, and exports.	
D		Analyze how supply and demand and change in technologies impact the cost for goods and services.	
A	E	Differentiate between credit and debt.	
D		Evaluate the relationship between creditors and debtors.	
D		Explain and illustrate how values and beliefs influence different economic decisions related to needs and wants.	
A	E	Differentiate between a commercial and subsistence economy.	
D		Define macroeconomic terms such as economic alignments, credit, market economy, tariffs, closed economies, and emerging markets.	
D		Generalize and evaluate the process of governmental taxation on individuals and businesses.	
A	E	Identify various forms of taxation (i.e., tariffs, sales tax, and excise tax).	
D		Evaluate the domestic and international impact of various economic agreements.	
D		Compare basic economic systems according to who determines what is produced, distributed, and consumed.	
A	E	Interpret a variety of economic graphs and charts with topics (e.g., the Columbian exchange, numbers of slaves, population of colonies, and population diversity).	
D		Explain economic factors that led to the urbanization of Tennessee and Early America.	
D		Trace the development of major industries that contributed to the urbanization of Tennessee and Early America.	
A	E	Recognize the economic activities of Early America (i.e., agriculture, industry, and service).	
D		Explain the changes in types of jobs and occupations that resulted from the urbanization of Tennessee and Early America.	
A	E	Recognize the factors that led to urbanization and industrialization in Early America (i.e., religious freedom, land ownership, and thriving market).	

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A	E	Distinguish among various economic markets found in Early America (i.e., traditional, monopoly, oligopoly, and free competition).	
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GEOGRAPHY

Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

M		Locate major countries and regions of the world on a map or globe focusing on those countries and regions that relate to the development of North America.	
A	G	Identify and use the key geographic elements on maps (i.e., island, flood plain, swamp, delta, marsh, harbor, cape, sea level, bay, prairie, desert, oasis, mesa, mountain, valley, glacier, canyon, cliff, and plateau).	
A	G	Use various geographic data from maps and globes to determine longitude, latitude, distance, and direction.	
A	G	Recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, and Ohio and Tennessee river systems).	
M		Identify the routes of contact between the Americas and Europe, Asia, and Africa.	
A	G	Interpret a geographic map of the early United States.	
D		Illustrate the geographic exchange of ideas, materials, and goods between the Americas and the rest of the world prior to the Civil War.	
A	G	Recognize the definition of religion.	
M		Identify major landforms, bodies of water, cities, and states.	
D		Identify the physical, economic, and cultural regions of the United States.	
M		Explain the factors that contribute to the placement of cities and boundaries.	
M		Explain how physical features such as major river and mountain systems affected the development of early Native American and early European settlements.	
A	G	Interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, and dam and road building).	Wildlife Bibliography, p.W253
D		Explain how environmental factors influenced the way of life of the various peoples of the Americas.	
D		Describe how geographic features affected the development of transportation and communication networks.	
D		Explain the influences of geographic features both physical and human on historical events.	
D		Explain how physical processes shape the United States' features and patterns.	
D		Understand the differences in population characteristics of the United States such as density, distribution, and growth rates.	
D		Explain how processes of migration affected development of settlements in the United States.	

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M		Explain how environmental issues such as water supply and resource availability influenced settlement patterns.	
D		List the causes of migration and immigration.	
A	G	Interpret a chart or map of population characteristics of the early United States (i.e., density, distribution, and regional growth).	
A	G	Recognize how immigration and cultural diffusion have influenced the character of a place (i.e., religion within certain colonies, African songs in the American south, and British vs. French influences).	
D		Discuss the economic and social impact of immigration and migration on a region or country.	
D		Categorize causes of migration and immigration into "push and pull" factors.	

GOVERNANCE AND CIVICS

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

D		Analyze the necessity of establishing and enforcing the rule of law.	
D		Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.	
D		Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.	
D		Describe the purpose of government and how its powers are acquired, used, and justified.	
D		Distinguish basic differences between democracy and other forms of government in other regions of the world.	
D		Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making.	
D		Analyze the influence of diverse forms of public opinion on the development of public policy and decision-making.	
D		Relate a people's location, population, production and consumption to the function of their government.	
D		Identify models of lower to higher forms of political order.	
D		Describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.	
D		Differentiate between rights and privileges of the individual.	
D		Consider how cooperation and conflict affect the dissemination of resources, rights, and privileges.	
D		Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among states, regions, and nations.	Cabin Conflict, p.W353
D		Describe and analyze the role advancements in technology have played in conflict resolution.	

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D		Define the differences between the individual and the state.	
D		Identify and interpret sources and examples of the rights and responsibilities of citizens.	
D		Describe the importance of individual rights, such as free speech and press, in a democratic society.	
A	GC	Recognize the rights and responsibilities of individuals throughout the development of the United States.	
D		Evaluate the role of government in balancing the rights of individuals versus the common good.	Cabin Conflict, p.W353
A	GC	Identify the rights, responsibilities, and privileges of a member of the United States of America (i.e., Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights).	
A	GC	Identify the purposes and structures of various systems of governance (i.e., Federalism, Confederation, Republic, Democracy, Executive, Legislative, and Judicial).	
A	GC	Recognize the purpose of government and how its powers are acquired, used, and justified.	
D		Identify and describe the basic features of the political system in the early United States, and identify representative leaders from various levels and branches of government.	
A	GC	Identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions, and nations.	
D		Analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government.	
D		Explain how the Constitution is applied in every day life.	
A	GC	Recognize the rights guaranteed in the Bill of Rights.	
D		Apply the Constitution to individual court cases.	
A	GC	Recognize the impact of major court decisions have had on American life, (i.e., Marbury vs. Madison, McCulloch vs. Maryland, and Dred Scott vs. Sandford).	
D		Analyze the United States Constitution in principle and practice.	
D		Compare and contrast the ways the Constitution balances the "individual" versus the "state."	
D		Identify how the Tennessee Constitution reflects the principles represented in the Constitution.	
D		Identify the influences of ideas from the United States Constitution on the Tennessee Constitution.	
D		Identify civic responsibilities of Tennessee and United States citizens.	
D		Describe the structure and functions of government at municipal, county, and state levels.	
D		Identify how the different points of view of political parties and interest groups have affected important Tennessee and national issues.	
D		Analyze the contributions of Tennessee political leaders within the national	

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		scene.	
A	GC	Identify the role of institutions in furthering both continuity and change (i.e., governments, churches, families, schools, and communities).	
A	GC	Recognize how groups and institutions work together to meet common needs.	Riparian Zone, p.W341
A	GC	Recognize how a right must be interpreted to balance individual rights with the need for order (i.e., freedom of speech, freedom of religion, and trial by jury).	

HISTORY

History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

*** Some state performance indicators are listed in more than one era. These may be assessed in any of the eras in which they appear, but not necessarily in all eras in which they appear.**

Era 1 - Three Worlds Meet (Beginnings to 1620)

D		Identify the ancient civilizations in the Americas.	
D		Explain the cultures of the Western Hemisphere's native peoples prior to European contact.	
D		Evaluate the expanding intercontinental exchange and the conflicts brought on by exploration and colonization.	
D		Describe the role religion played in Western Europe, during the age of exploration, with respect to subsequent crusading tradition and overseas exploration.	
D		Explain the ways geographic, technological, and scientific factors contributed to the European age of exploration and settlement in the Americas.	
D		Describe the immediate and long-term impact early European exploration had on native populations and on colonization in the Americas.	
D		List the characteristics of the Spanish and Portuguese exploration and conquest of the Americas.	
D		Recognize that the English, Spanish, Portuguese, and French differed from one another in their views regarding economy, property, and religion, and this influenced the way the different cultures colonized.	
D		Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.	
D		Explain the geological factors that led to the geographic features of Tennessee.	
D		Describe pre-Columbian Native American peoples and their societies.	Changing Societies, p.W258
D		List the early European explorers and their nations of origin.	
*A	USP 1, 2	Read a timeline and order events of the past.	
*A	USP 1, 2	Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).	

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*A	USP 1, 2	Differentiate between a primary and secondary source.	
*A	USP 1, 2	Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).	
*A	USP 1, 2	Interpret a timeline of technological innovations.	
*A	USP 1, 2	Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).	
*A	USP 1, 2	Identify conclusions about historical events using primary and secondary sources.	
*A	USP 1, 2	Differentiate between primary and secondary source documents.	
*A	USP 1	Recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, and transportation).	
*A	USP 1	Contrast the characteristics of major native civilizations of the Americas.	
*A	USP 1	Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, and Quakerism).	
*A	USP 1	Recognize the historical impacts of European settlement in North America.	

Era 2 - Colonization and Settlement (1585-1763)

D		Discuss the search for religious, economic, and individual freedom in the settlement of the colonies.	
D		Classify various limits on individual freedom in Colonial America.	
D		Describe the lives of free and indentured immigrants from Europe who came to North America and the Caribbean.	
D		Recognize the contributions of European philosophers which influenced the religious and political aspects of colonial America as to how individuals contributed to participatory government, challenged inherited ideas of hierarchy, and affected the ideal of community.	
D		Explain how the evolution of English political practice impacted the colonists' sense of freedom.	
D		Detail the growth and change in the European colonies during the two centuries following their founding with an emphasis on New England and Virginia.	
D		Explain the differences and similarities among the English, French, and Spanish settlements.	
D		Recognize the cultural and environmental impacts of European settlement in North America.	Changing the Land, p.W345 Let's Talk Turkey, p.W248 Turkey Talk, p.FW246
D		Evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.	

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D		Recognize the shift from utilizing indentured servitude to slavery within the colonies due to economic reasons and popular uprisings.	
D		Read and analyze a primary source document such as diaries, letters, and contracts.	Prairie Memoirs, p.W188
D		Recognize how family and gender roles of different regions of Colonial America changed across time.	
D		Recognize that the economic systems employed in the Northern colonies differed from those of the Southern colonies.	
D		Explain how the Declaration of Independence conflicts with the institution of chattel slavery.	
D		Describe the contributions of free and enslaved blacks in United States history.	
D		Identify Tennessee's natural resources.	
D		Discuss how the Proclamation Line did not deter western expansion of colonials.	
D		Explain the significance of the Cumberland Gap in Tennessee history.	
*A	USP 1, 2	Read a timeline and order events of the past.	
*A	USP 1, 2	Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).	
*A	USP 1, 2	Differentiate between a primary and secondary source.	
*A	USP 1, 2	Recognize causes and consequences of conflict, (i.e., French and Indian War, Revolutionary War, and War of 1812).	
*A	USP 1, 2	Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).	
*A	USP 1, 2	Interpret a timeline of technological innovations.	
*A	USP 1, 2	Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).	
*A	USP 1, 2	Identify conclusions about historical events using primary and secondary sources.	
*A	USP 1, 2	Differentiate between primary and secondary source documents.	
*A	USP 1, 2	Analyze in economic terms (i.e., climate, triangle trade, infrastructure, and topography) why slavery flourished in the South as opposed to the North.	
*A	USP 1	Recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, and transportation).	
*A	USP 1	Contrast the characteristics of major native civilizations of the Americas.	
*A	USP 1	Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, and Quakerism).	

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*A	USP 1	Recognize the historical impacts of European settlement in North America.	
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Era 3 - Revolution and the New Nation (1754-1820)

M		Explain the events that contributed to the outbreak of the American Revolution such as leaders who resisted imperial policy, the English tax on colonists from the Seven Years' War, divergent economic interests, and regional motivations.	
M		Know the Declaration of Independence, its major ideas, and its sources.	
M		Describe the armed conflict of the Revolutionary War.	
M		Explain the roles played by significant individuals during the American Revolution and their independence, which led to the creation of the Articles of Confederation.	
M		Explain the economic issues addressed by the Continental Congress and its subsequent successes and failures.	
D		Recognize the debate over the necessity of the Bill of Rights.	
D		Explain the factors and results of Shay's Rebellion.	
D		Analyze documents such as the Declaration of Independence, the Federalist Papers, the United States Constitution, and the Bill of Rights.	
D		Explain the differing perspectives and roles played in the American Revolution by various groups of people.	
M		Describe the events that led to the creation and the failure of the state of Franklin.	
M		Examine the expansion of settlers into Tennessee.	
M		Discuss the entry of Tennessee into the Union.	
*A	USP 1, 2	Read a timeline and order events of the past.	
*A	USP 1, 2	Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).	
*A	USP 1, 2	Differentiate between a primary and secondary source.	
*A	USP 1, 2	Recognize causes and consequences of conflict, (i.e., French and Indian War, Revolutionary War, and War of 1812).	
*A	USP 1, 2	Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).	
*A	USP 1, 2	Interpret a timeline of technological innovations.	
*A	USP 1, 2	Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).	
*A	USP 1, 2	Identify conclusions about historical events using primary and secondary sources.	
*A	USP 1,	Differentiate between primary and secondary source documents.	

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	2		
*A	USP 1, 2	Analyze in economic terms (i.e., climate, triangle trade, infrastructure, and topography) why slavery flourished in the South as opposed to the North.	
*A	USP 2	Recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.	
*A	USP 1	Recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, and transportation).	
*A	USP 1	Contrast the characteristics of major native civilizations of the Americas.	
*A	USP 1	Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, and Quakerism).	
*A	USP 1	Recognize the historical impacts of European settlement in North America.	

Era 4 - Expansion and Reform (1801-1861)

D		Give examples of maps, timelines, and charts that show western expansion.	
D		Identify the factors that led to territorial expansion and its effects.	
D		Explain the short and long term political and cultural impacts of the Louisiana Purchase.	
D		Recognize the significance of the Lewis and Clark expedition.	
D		Describe the Monroe Doctrine and its foreign policy goals.	
D		Describe the causes, sectional divisions, and Native American support for the British and results of the War of 1812.	
D		Discuss sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.	
D		Illustrate the demographics brought on by the Western movement, expansion of slavery, emerging industrialization and consequences for Native American groups.	
D		Consider the social and political impact of the theory of Manifest Destiny.	
D		Analyze governmental policy in response to sectional differences.	
D		Explain the events that led to the Mexican-American War and the consequences of the Treaty of Guadeloupe-Hidalgo.	
D		Describe the political impact of adding new states to the Union.	
D		Define the concept of reform.	
D		Identify reform movements of early 1800's.	
D		Describe the lives of immigrants in American society during the antebellum period and how this led to a rationale for reform movement.	
D		Discuss the growth of Tennessee's cities and regions.	
D		Evaluate the differences among Tennessee's three grand divisions.	
D		Study the impact on Tennessee's history made by individuals.	

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D		Examine the events that led to the systematic removal of Native Americans within Tennessee and the subsequent Trail of Tears.	
D		Recognize Tennessee's influence in the country's westward expansion.	
*A	USP 1, 2	Read a timeline and order events of the past.	
*A	USP 1, 2	Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).	
*A	USP 1, 2	Differentiate between a primary and secondary source.	
*A	USP 1, 2	Recognize causes and consequences of conflict, (i.e., French and Indian War, Revolutionary War, and War of 1812).	
*A	USP 1, 2	Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).	
*A	USP 1, 2	Interpret a timeline of technological innovations.	
*A	USP 1, 2	Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).	
*A	USP 1, 2	Identify conclusions about historical events using primary and secondary sources.	
*A	USP 1, 2	Differentiate between primary and secondary source documents.	
*A	USP 1, 2	Analyze in economic terms (i.e., climate, triangle trade, infrastructure, and topography) why slavery flourished in the South as opposed to the North.	
*A	USP 2	Identify cultures that contributed to the development of the United States (i.e., Native American, African, British, Scottish, Irish, and German).	
*A	USP 2	Recognize consequences of the westward expansion of the United States.	
*A	USP 2	Identify the impact of individual and group decisions on historical events.	
*A	USP 2	Recognize the impact groups have on change at the local, state, national, and world levels.	
*A	USP 2	Determine the social, political, and economic factors that contribute to the institution of slavery in America.	
*A	USP 2	Interpret a timeline, detailing the development of political parties in the United States to the Civil War.	
*A	USP 2	Interpret maps, timelines, and charts that illustrate key elements of history (i.e., expansion, economics, politics, and society).	
*A	USP 2	Recognize examples of stereotyping, prejudice, conformity, and altruism in Early American history.	
*A	USP 2	Analyze the contributions of Tennessee political leaders on the national scene (e.g., Andrew Jackson, Andrew Johnson, James K .Polk, Sequoyah, and Sam Houston).	
*A	USP 2	Examine the demographic changes brought about by westward movement (i.e.,	

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		slavery, industrialization, and Native American relocation).	
*A	USP 2	Recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.	

Era 5 - Civil War and Reconstruction (1850-1877)

D		Identify sectional differences that led to the Civil War.	
D		Chart the course of major events throughout the Civil War.	
D		Explain the technological, social, and strategic aspects of the Civil War.	
D		Weigh political, social, and economic impact of the Civil War on the different regions of the United States.	
D		Understand that different scholars may describe the same event or situation in different ways.	
D		Recognize the economic impact of African-American labor on the United States economy.	
D		Analyze the social and cultural impact of African-Americans on American society.	
*A	USP1,2	Read a timeline and order events of the past.	
*A	USP 1, 2	Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).	
*A	USP 1, 2	Differentiate between a primary and secondary source.	
*A	USP 1, 2	Recognize causes and consequences of conflict, (i.e., French and Indian War, Revolutionary War, and War of 1812).	
*A	USP 1, 2	Identify how religion contributed to early American society (e.g., impact on government, education, social norms, slavery, and tolerance).	
*A	USP 1, 2	Interpret a timeline of technological innovations.	
*A	USP 1, 2	Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).	
*A	USP 1, 2	Identify conclusions about historical events using primary and secondary sources.	
*A	USP 1, 2	Differentiate between primary and secondary source documents.	
*A	USP 1, 2	Analyze in economic terms (i.e., climate, triangle trade, infrastructure, and topography) why slavery flourished in the South as opposed to the North.	
*A	USP 2	Identify cultures that contributed to the development of the United States (i.e., Native American, African, British, Scottish, Irish, and German).	
*A	USP 2	Recognize consequences of the westward expansion of the United States.	
*A	USP 2	Identify the impact of individual and group decisions on historical events.	

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*A	USP 2	Recognize the impact groups have on change at the local, state, national, and world levels.	
*A	USP 2	Determine the social, political, and economic factors that contribute to the institution of slavery in America.	
*A	USP 2	Interpret a timeline, detailing the development of political parties in the United States to the Civil War.	
*A	USP 2	Interpret maps, timelines, and charts that illustrate key elements of history (i.e., expansion, economics, politics, and society).	
*A	USP 2	Recognize examples of stereotyping, prejudice, conformity, and altruism in Early American history.	
*A	USP 2	Analyze the contributions of Tennessee political leaders on the national scene (e.g., Andrew Jackson, Andrew Johnson, James K .Polk, Sequoyah, and Sam Houston).	
*A	USP 2	Examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation).	
*A	USP 2	Recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.	

INDIVIDUALS, GROUPS, AND INTERACTIONS

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

D		Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.	To Zone or Not to Zone, p.W321
I		Identify and interpret examples of stereotyping, conformity, and altruism.	
I		Identify and analyze examples of tension between expression of individuality and group or institutional efforts to promote social conformity.	
D		Describe the role of institutions in furthering both continuity and change.	
D		Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.	To Zone or Not to Zone, p.W321
D		Describe the various forms institutions take and the interactions of people with institutions.	

SOCIAL STUDIES PROCESS STANDARDS

The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.

D		Detect cause and effect relationships to acquire information.	
D		Distinguish between fact and opinion to recognize propaganda to acquire information.	
D		Use maps, graphs, globes, media, and technology sources to acquire information.	
D		Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.	Museum Search for Wildlife, p.W182

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D		Identify relevant factual material to problem solve and analyze data.	
D		Classify information by source, chronology, and importance to problem solve and analyze data.	
D		Critically examine data from a variety of sources to problem solve and analyze data.	
D		Detect bias in data presented in a variety of forms to problem solve and analyze data.	
D		Note cause/effect relationship and draw inferences from a variety of data to problem solve and analyze data.	
D		Read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources for historical awareness.	
D		Construct and analyze timelines for historical awareness.	
D		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.	Museum Search for Wildlife, p.W182
D		Incorporate the use of technological resources for historical awareness.	
D		Utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork for historical awareness.	

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